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ABSTRACT

This subcommittee report to the 105th meeting of the United States Congress was prepared to help enact legislation that will help prevent and reduce juvenile crime. The hearing determined that there is a problem in our society with children killing children; this problem is not limited to the inner cities; the majority of violence occurs among friends; and schools and society are poorly prepared to deal with the problem of school violence. The table of contents includes: (1) a statement from Ron Stephens, Executive Director, National School Safety Center; (2) a statement from Gerald R. Patterson, Research Scientist, Oregon Social Learning Center; (3) statement from Joanne Cantor, Communication Arts Department, University of Wisconsin; (4) statement of Rodney Hammond, Director for the Division of Violence Prevention, National Center for Injury Prevention and Control; (5) statement of Justin Gaskin, Member of the audience; and (6) statement from Oriana Hair, member of the audience. (Includes five appendixes.) (JDM)

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UNDERSTANDING VIOLENT CHILDREN

HEARING

BEFORE THE

SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES

OF THE

COMMITTEE ON EDUCATION AND THE WORKFORCE

HOUSE OF REPRESENTATIVES

ONE HUNDRED FIFTH CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, APRIL 28, 1998

Serial No. 105–97

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HEARING ON UNDERSTANDING VIOLENT CHILDREN

April 28, 1998

U.S. House of Representatives
Subcommittee on Early Childhood, Youth and Families
Committee on Education and the Workforce
Washington, DC

The Subcommittee met, pursuant to notice, at 2:05 P.M., in Room 2175, Rayburn House Office Building, Hon. Frank Riggs [Chairman of the Subcommittee] presiding.

Present: Representatives Riggs, Greenwood, Peterson, Payne, Roemer, Scott, Kucinich, and McCarthy.

Staff present: Sally Lovejoy, Senior Education Policy Advisor; Lynn Selmser, Professional Staff; Rich Stombres, Legislative Assistant; Alex Nock, Minority Legislative Associate; Roxana Folescu, Minority Staff Assistant; Cheryl Johnson, Minority Legislative Associate, and June Harris, Minority Education Coordinator.

Chairman **Riggs**. [presiding] I'm calling the Subcommittee to order, and I want thank my colleagues for their attendance and participation and want to thank our audience for being here as well today. I'm sure I join with my colleagues in telling our witnesses that we very much look forward to their timely and, I'm sure, insightful testimony on the very important topic before the House Subcommittee on Early Childhood, Youth and Families today, which is an endeavor to understand violent children, and to do that in light of the recent tragic episodes of youth violence that have taken place in and around schools in rural communities in the country.

I'm Frank Riggs, and I represent the first district of California and chair the Subcommittee. And before I became a Congressman, in my previous life, and I guess I could say in the real world, I worked as a police officer and deputy sheriff in California law enforcement for a number of years. And I want to tell you that I am personally, despite my professional background in law enforcement, amazed at the increasingly violent acts that our children commit. This was certainly not a part of my experience as a law enforcement officer. Those incidences when young people, particularly young people at such a tender age, were involved in violent crimes perpetrated on their peers were very, very rare. It seems to, however, have become more commonplace, and, therefore, as I look back on my experience in the late 1970's, early 1980's, in law enforcement, I really must shake my head at how much California and how much American society has changed in so little time.

This Subcommittee has been working now for a period of a year and a half about the entire length of this current session of Congress, the 105th meeting of Congress in our country's history, to enact legislation that would help prevent and reduce juvenile crime.

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We've had an opportunity to hear from researchers, law enforcement officials, prosecutors, social workers, and individuals that operate prevention programs for young people at risk of engaging in deviant or delinquent behavior. We've heard from individuals around the country to operate successful prevention and intervention programs, and we've also heard from those, and there are many voices, both in and out of Congress, who advocate increased penalties for violent crimes perpetrated by young people, and so that our young people who are present here today know exactly what I'm talking about. They advocate trying more young people as adults under our criminal and juvenile justice system when they commit serious, oftentimes violent, felony crimes for which they could be incarcerated in prisons if they committed those same acts as adults. However, there hasn't been enough focus, in my opinion, on why children commit violent crimes.

And I want to say at the outset of our hearing today that we're really gathered here largely at the initiative of Congressman Jim Greenwood, my colleague from Pennsylvania who worked with me, and Congressman Bobby Scott from Virginia, in crafting a bipartisan juvenile crime control measure that is both tough on punishment and smart on prevention. And Bobby, who will be acting as the ranking Democrat today, just whispered on the side to me that I should also mention Congressman Marty—Matthew Martinez, my good friend who is the ranking Member of the Subcommittee who also played a very instrumental role in crafting that legislation.

In fact, it was when we were in southern California to conduct a field hearing on the legislation, in or near Congressman Martinez's district, that we heard juvenile probation and law enforcement officials talk about "kids in pajamas." And this was a kind of a term that they used to describe the phenomenon of the younger siblings who were present in the home, oftentimes dressed in their pajamas, as the older sibling was being taken into custody.

This official who told us about the "pajama kids" was talking about the necessity of going beyond merely taking into custody the young person charged with the crime to actually target the younger siblings in the household who, as a result in part of their sibling's behavior, were very much at risk of also becoming involved in delinquent or criminal activity and often at risk of becoming, if you will, the next generation of juvenile offenders.

We know this isn't an easy job. We know that successful juvenile crime control programs have to focus on education, job training, after-school activities as methods of preventing juvenile crime.

I'd like to believe that the legislation, the bipartisan legislation, that we crafted is both tough on punishment and smart on prevention. It focuses a lot on, as I've alluded, on early intervention.

But I'm also hopeful that today's witnesses can shine additional light on this topic. In particular, I hope that we will be able to hear from them if they know, or if there's a way to determine, the precursors of violent behavior stemming from factors that manifest themselves

in individual families and in society as a whole.

As I mentioned, our legislation has passed the House of Representatives. Maybe I didn't mention that, but it did on an overwhelming basis, or overwhelmingly bipartisan basis, and is now pending in the United States Senate. And we might use the occasion of today's hearing to urge our colleagues in the Senate, or the other body, as we refer to them, to give this legislation the priority attention that it deserves.

Just a couple of other quick background facts before I recognize my colleagues, in particular, because I see that we have so many young people here today:

We know that the recent shootings were very young children, sometimes as young as ages 13 and 11, who have been charged with committing violent acts. There has been a fair amount of speculation in the media as to why these young people act in such a violent manner with seemingly little remorse, or even understanding, of the consequences of their actions.

According to the Uniformed Crime Reports, which are published by the FBI and the Department of Justice, in 1996 alone—I guess these are the most recent statistics that are available—there were a total of 102,231 arrests of children and youth under the age of 18, that is to say, under the age of adulthood, for violent crimes; 1,344 of these youth were under the age of 10. That just doesn't seem possible to me because I have a very precocious daughter who is 11 going on 21.

[Laughter.]

And 6,610 crimes were committed by young people ages 10 to 12.

Although adolescent years are often viewed as years of turmoil, especially for the parents—[Laughter.]—when youth are more prone to be engaged in delinquent acts, the commission of violent acts by younger children, younger and younger children, has caused a great deal of concern among the law enforcement community and others working with our young people.

In addition, there's growing alarm about the severity of the acts, the violent acts, in our Nation's schools, and concern has been expressed that children cannot learn, obviously, in an environment where they fear for their own safety.

According to a recent report by the National Center for Education Statistics entitled, "Violence and Discipline Problems in U.S. Public Schools 1996-1997," more than half of U.S. public schools reported experiencing at least one crime incident during the course of the school year. And 1 in 10 schools reported at least one serious violent crime during that school year. The executive summary of the report has been made available to the members of the committee and, obviously, is available to the public.

In order to effectively address the issue of violent behavior in young people, it's important to understand, as I said earlier, why youth are inclined to commit violent acts. Over the years, a

number of factors have been advanced and linked to youth violence, including child abuse; failure to achieve a bonding or attachment with the parent or parents or another adult caretaker; the problem of absentee fathers, which is still too widespread in our society; access to firearms; media influences, and exposure to violence in the family or even in the local community. And again, we are hoping that our witnesses today will discuss these factors and successful interventions.

The last thing that I want to say in my opening comments is that I personally believe that, despite all the work that this committee has done on education and prevention initiatives, there is nothing more important than personal morality and the lessons that we teach our kids. And I'm afraid that too many of our young people are getting a message today from adult role models, or particularly those of us in positions of public responsibility. We're in the public eye and where I think we should be held up to a higher standard, and we should understand that we must conduct ourselves as moral exemplars, especially for our young people. And they're getting a message, I think, all too often that's a little bit confused.

And so I want to say today, unequivocally, to our young people attending and to the young people who might view these proceedings that, "The truth matters and character counts," despite what you may occasionally hear from Washington.

The problems that plague our Nation—the problems that plague our Nation arise, in my view, primarily from bad moral choices made by adults, whether it's illegitimacy or crime, drugs, divorce, drug abuse, child abuse and neglect, pornography, or abortion. It's the full litany, and in my personal view, the most pressing issue affecting child welfare—and again, I'll be interested to have our witnesses to respond to this point—is family breakdown.

So, I conclude by suggesting that we need to focus more on the spiritual state of our Nation—which is, after all, our real national product—and we can begin that task by making personal accountability as important as fiscal accountability in our country.

With that, I turn to my colleague, the ranking Member of —the acting, ranking Member of the Subcommittee today, Congressman Scott, for his opening comments.

Mr. Scott. Thank you, Mr. Chairman, and I'm pleased to join you and other colleagues at this very important hearing. I know all of us are looking forward to the testimony from the expert panel of witnesses that are in attendance today.

Violent behavior by children in youth has always been a concern for educators, parents, and families. However, recent incidents in Jonesboro, Arkansas, and Kentucky, and now in Pennsylvania, have brought the extreme scrutiny to the causal factors of violent acts by children in youth. Regardless of whether the violent behavior involved guns, knives, or other weapons, or whether it happened during the school day, or—as in Edinboro—at a school function, all such acts leave many in society—and this Member included—confused and saddened.

Our research has shown that a history of family violence and abuse of drugs and alcohol can contribute to violent behavior. We need to know to what extent other factors also play a role, and most importantly, what we can do as legislators and concerned citizens to limit acts of violence.

Earlier, this Congress—as you mentioned, Mr. Chairman—the House, on a bipartisan basis, approved a juvenile justice bill which was the culmination of many hours of work between myself, Chairman Riggs, ranking Member Martinez, and Representative Greenwood. This bill centered heavily on prevention rather than punishment, reinforcing the family and community rather than tearing it apart.

Unfortunately, the House also passed another juvenile justice bill. That bill focused entirely on the punishment side of the delinquency equation.

Clearly, there are differences of opinion as to which focus to take in reducing violent behavior among our children. We already lock up more children and more adults than anywhere on earth. So obviously, the punishment side has gotten all that we can possibly get from a juvenile delinquency prevention basis, and we need to focus more on the prevention initiatives.

Mr. Chairman, I noticed from the witness list that this list of witnesses is uncharacteristic and a stark contrast to the witnesses we usually have on criminal justice issues because their background is from a scientific perspective, research based, and will provide us with some things we can actually do to reduce crime, rather than the presentations that we usually get which are basically an emotional appeal to help us get elected.

So I'm looking forward to some constructive testimony from the witnesses, and I want to congratulate you on your selection of witnesses and look forward to their testimony today. Thank you.

Chairman **Riggs**. Thank you, Congressman Scott, and I just want to, again, say for the record that our legislation, H.R. 1818, would not have moved through the House with such overwhelmingly bipartisan support without the hard work of Congressman Scott. He was absolutely key to drafting that legislation.

I next turn to Congressman Greenwood, but before I recognize him for his opening remarks, I want to sort of make a—if you will—a housekeeping statement, or administrative statement.

At the conclusion of Members' opening statements, I'm going to ask Congressman Greenwood to take the Chair and conduct the rest of today's Subcommittee hearing. I intend to stay. I'm very much looking forward to the testimony of our witnesses, but I think it's more appropriate, since we wouldn't be convened today without Jim's leadership on this particular issue, that he chair the remainder of the Subcommittee hearing. Congressman Greenwood.

Mr. **Greenwood**. Thank you, Mr. Chairman, and thank you for that courtesy. It's very much appreciated.

There has been juvenile crime forever. There have been acts of violence perpetrated by young people. There have been seriously mentally ill children who have committed horrific acts. But the reason that I thought we should have this hearing is that the recent series of incidences of shootings on schoolyards seems to me to tell us something that I can't quite get my arms around, and that's why we've asked these experts to come in and try to give us a hand.

There is something about the level of the detachment from the consequences of this behavior that strikes me as profoundly different from what our world has known before. There is something about the ability of these kids to objectify their victims. It strikes me as very different. There's something about the randomness of the choice of victims. These weren't people of which necessarily grudges were held or there was some history of conflict, but just the terrible randomness that has produced this range of behavior that seems to me to be just outside of the margins of what we're used to. It just seems to be a lack of bookends, if you will, to the behavior that kids, our young kids, are contemplating.

The purpose of our hearing today is to begin to gain a better understanding of what causes certain children to commit particularly deadly crimes.

I want to thank each of our witnesses ahead of time for joining us as we seek to make sense of this profoundly disturbing phenomena.

This is not—you're academics, but this is not an academic exercise for us. On the contrary, there's an urgency to our purpose here. The senseless and tragic schoolyard murders in recent months has caused every American to answer a question for which we have no answer and that is why.

Research has pointed to both family and cultural factors such as child abuse, failure to bond with parent or significant other, media violence—I'd add Nintendo and that sort of what's available on the computers, absent fathers, peer influences, the availability of firearms, exposure to family and community violence, and there's also been the note in these recent cases that the perpetrators of these crimes have all been males. What does that tell us? And nearly—up until this last incident, the victims were all schoolgirls and female teachers. What can we understand about that?

In just the past few days, an eighth grade student from a rural school district in my own State of Pennsylvania, stands accused of murdering a teacher he may not even have known. And we were all stunned, I think, by the videotapes of the young man in the back seat of a police car within, I assume, an hour of these cold-blooded murders laughing and looking for some sort of reaction from his peers.

This comes hard on the heels of another deadly encounter where two young boys from Arkansas—one as young as 11—turned a schoolyard, their own schoolyard, into a killing field. Jonesboro, Arkansas; Stamps, Arkansas; Paducah, Kentucky; Norwalk, California; Pearl, Mississippi; and now little Edinboro, Pennsylvania, will no longer be remembered for their

school's championship seasons, but for the deadly, senseless violence that happened there.

And as frightening as this is, these are not mere isolated incidences. Our witnesses already know what I am about to say, but it bears repeating. Nearly 3 million thefts and violent crimes occurred on, or near, school campuses in 1993, alone. Guns in schools have reached the point where approximately one in four major school districts now use metal detectors for the entrance of the children to the buildings. Between 1985 and 1992, the number of homicides committed by young people doubled. How ironic this awful and senseless violence takes place against a backdrop of a nation whose wealth is unparalleled, whose military might is unchallenged, whose technology is unsurpassed, and whose opportunity for an abundant future is unmatched.

I have been pondering in recent months the strange dichotomy between our wealth of things and the increasing poverty of our culture. And I am increasingly reminded of the words of Charles Dickens when he begins the "Tale of Two Cities," it was, he wrote, "The best of times and it was the worst of times."

I began—the Chairman mentioned he has a career in law enforcement. I began my career as a social worker and where I worked with troubled children, abused children, neglected children, and with their families. And I know from experience, how traumatized children can become. But, I will tell you that nothing has prepared me—or I don't think any of us—for a nation in which an average of approximately 14 children, nearly 1 every 100 minutes, dies each day from a violent act.

While this violence is deeply disturbing, it is important to remember it is not the norm. Millions of our sons and daughters will have a happy and productive school year again this year. They'll play in the schoolyard. They'll join the chess club. They'll compete in girls' softball leagues. They'll go to dances, and they'll play with their friends. And they're not planning to steal anyone's "Walkman," they're planning to steal second base. And if they die in school, it will only be of embarrassment.

But unless we understand the causes behind the alarming number of violent acts by young children, then we will watch these horrific scenes repeated across our Nation. Our obligation is to try to understand why some children become so completely detached from acts of deadly violence and whether the causes of this violence are, in fact, affecting all of our children.

And we look forward to the witnesses testifying. Thank you, Mr. Chairman, and I yield back.

Chairman **Riggs**. Thank you, Jim, for your eloquent opening statement. Congressman Roemer.

Mr. **Roemer**. Thank you, Mr. Chairman. I, first of all, want to join my ranking Member today, Mr. Scott, from the State of Virginia, in holding out our hands as Democrats to the Republican party on a very, very serious issue and extend all the helping hands that we can in

trying to find some solutions to this vexing and growing problem in our nation.

As a father of three children, and as a representative that represents thousands of children in my home State of Indiana, I worry when my children go to school with a cold. I worry when my children get called a name on the playground. I worry if my children miss a couple days of school and fall behind in their academics. It is almost unfathomable to me to have to begin to worry—as some of our parents are across this country—about the impact on safety for our children simply surviving in school. Simply surviving from guns or violence.

So I think that this effort to try to understand better this growing violence in our Nation's school, try to understand better what causes it, try to better understand why children resort to this, try to better understand how we prevent it in the future.

I know that we've experienced this terrible loss in Arkansas where we lost six children and a teacher who committed an heroic act. I don't think, you know—that's replicated only in—almost only in situations of combat overseas when the teacher stepped in front of a bullet in Arkansas and saved a child who's living today. That was a true hero, that teacher.

Then, in Pennsylvania, just recently on Friday night, a teacher lost their life due to a shooting. My understanding, from the AP story is the theme of the dance was, "I've had the time of my life." "I've had the time of my life," was the theme at the dance and, certainly, the student didn't respect life, and a teacher lost their life. A 48-year-old teacher is dead today. How ironic that the theme was, "I've had the time of my life."

In trying to understand better how we prevent this, I was very interested to note in The New York Times just the other day, on April 25th, an article appeared which the headline reads, "Early Aid is Shown to Benefit At-Risk Children." There are nine studies that the Rand Corporation undertook to try to see how early intervention programs helped reduce the likelihood of high at-risk children getting involved in crime, welfare, and other costs to society. They found in studying two in particular, the Peri Pre-School Program, which had 123 disadvantaged children. They followed them over a long period of time until they were 27-years old. For every $12,000 that was spent on those children, the program yielded $25,000 in future benefits to society—future costs that were avoided. These children were more likely to graduate from high school, less likely to be involved in crime.

Another study, the Elmira Pre-Natal Early Infancy Project, with 400 disadvantaged children. These children were tracked until they were 15. The higher-risk ones, the study found, for every $6,000 spent, there were savings of $24,000 in future costs to society. That is a profound benefit for humanity that these children, then, are doing things spiritually and economically for our country. It is a profound benefit to the costs of taxpayers in this country as well, too. Maybe our panelists will be able to talk a little bit about some of these programs that may assist.

As my distinguished Chairman said from the State of California, he said, "Well, the moral responsibility, the family responsibility is key." And I completely agree with him. When our

families break down, our schools begin to show breakdown, and I think that these intervention programs are attempts that try to fill in the cracks of families that are falling apart increasingly in this country. We need these intervention and pro-active programs for our children.

Finally, let me just conclude, Mr. Chairman, and again I applaud you for holding this hearing. We had a 1984 study in this country that was called the "Nation At Risk," when we had such disparate outcomes in terms of our education opportunities. We don't want a 1998 study to be called, "A Nation at War," where our young people are killing each other and killing teachers, and where this becomes more and more likely to happen in our schools. And I hope that we can get a better understanding of exactly why and how we prevent it at today's hearing.

Chairman **Riggs**. Thank you, Congressman Roemer. Are other members seeking recognition for the purposes of offering an opening statement? Mr. Kucinich.

Mr. **Kucinich**. Thank you very much, Mr. Chairman, and members of the committee. Once again the Nation's airwaves are filled with disturbing stories about children using guns to murder other children in schools. There are no easy answers here, and people agree that a wide range of factors can push young people over the edge into serious acts of violence.

We live in an era in which violence has pervaded all aspects of our culture, yet we seem to know little about how different individuals react to the same exposure to violent TV shows, video games, and movies.

I welcome the hearing today and look forward to our witnesses helping to shed some light on the underlying cause of youth violence and what we can do about it. I would submit that the answers are not simply legislative, nor the experiments of behaviorists.

The answers are, also, spiritual. We need to—if we learn anything from these events—we may learn that we need to reach out to our youth by showing them that children's lives count by showing them that children's lives have value, that children's lives can have meaning, that what children think matters, that what children do matters, that children are needed, that children are our future.

We need to teach children respect, yes, but we also need to show children love. Adults need to set better examples, and we need to take responsibility. Troubled children are not someone else's problem; they're our Nation's challenge.

Where does the violence which afflicts children begin? One could say that it's a disease of the human heart and since children are so open and so openhearted, violence would affect them first. So we have to ask where violence is created in our culture. We have to ask where violence enters our thoughts and our words and our deeds. And as we confront that violence in ourselves, we can learn how our children inherited it, and then, we may begin to create, through the pain, a legacy of peace so that we can remember the benediction, "Blessed are the peacemakers, for they shall be called the children of God." Thank you.

Chairman **Riggs**. Ms. McCarthy.

Mrs. **McCarthy** of New York. Mr. Chairman, No. 1, I would like to thank you for allowing me to join this panel. This is certainly a subject that I care very much about. And Mr. Greenwood, I mourn with you for what happened in your State.

Yesterday, I spent some time in my schools—which is what I do on Mondays and Fridays—and, certainly, the children were talking to me about it. And a number of parents also said, "Should we be setting up metal detectors?" And I said, "No." I said, "Let's look at the root." I said, "We're doing enough to scare our young children." And, as you said, the majority of our young people—the majority of our children in this world are good.

Yes, we have to find the solutions to those that are troubled and, hopefully, we'll find that through the panel. But to put metal detectors on our schools throughout the country is, I think, wrong. If anything, I think that sets up that we, as adults, are looking at our children and saying they are going to do wrong. And we shouldn't condemn all the children for what goes on.

I think the saddest thing and, yet, probably the best thing is my old grade school—and I'm still in my same town—at kindergarten they start conflict resolution, which I think is terrific. But isn't it a shame that we've come to that point that we start working with our children at kindergarten for conflict resolution?

I'm looking forward to the panel and I hope we don't overreact, again, on legislation to things that happen in the newspaper. Yes, we're looking for solutions. Yes, we want to make this a better world, but we have to really look at it closely. Because, as I said, the majority of people in this country, and especially our children, are good. And we have to remember that, and let's work with those children that we know need help.

Thank you, Mr. Chairman.

Chairman **Riggs**. Thank you, Ms. McCarthy, and we appreciate your joining us today because we know you have real expertise to share as well.

With that, I call forward the first panel of witnesses; Mr. Stephens, Dr. Patterson, Dr. Cantor, Dr. Poland, and Congressman Greenwood will take the Chair and make a more formal introduction of our witnesses.

Mr. **Greenwood**. [presiding] Welcome witnesses. Thank you for traveling across the country on barely short notice, and thank you for your patience in coming to testify. We are looking very much forward to both your testimony and our opportunity to query you.

I will begin with Mr. Ron Stephens who is the—pardon me. It is "Doctor," excuse me. Dr. Ron Stephens, Executive Director of the National School Safety Center. Sir, if you could limit your testimony to five minutes, we would appreciate that. Thank you.

STATEMENT OF RON STEPHENS, EXECUTIVE DIRECTOR, NATIONAL SCHOOL SAFETY CENTER

Mr. **Stephens**. Thank you, Chairmen Riggs and Greenwood, together, and committee members. You helped to graciously set the stage, and rather ominously set the stage for what we need to discuss today.

Clearly, crime and violence has invaded far too many of our campuses. One in four students and one in nine teachers is a victim of assault or attack each year in schools.

Since 1992, the National School Safety Center has been tracking violent-associated school deaths on campuses across the country. There have been 211 of these. Here's what we know about some of the common factors right now: 40 percent of the youngsters involved had a past background of criminal misbehavior; 24 percent were drug involved in some way; 35 percent were gang involved; 70 percent had previously brought a weapon to school.

What this doesn't say is that if we know that 40 percent had a background of criminal misbehavior, it suggests that 60 percent did not. If 24 percent had a background of drug abuse, it suggests that 76 percent did not. And so, as we look at the inverse of all of these factors, from the gang involvement—if 35 percent were gang involved, 65 percent were not. If 70 percent of them previously brought a weapon to school, it suggests that 30 percent didn't.

So the question is, what caused the behavior to have them gang involved, to be drug involved, to use the weapon to cause the violence? And these are incredibly difficult questions for us to try to come up with answers for because so many of the causes go from economic, political, social, to individual matters.

Some of the things that various committee members have identified are certainly causes which, in addition, I would suggest are incredibly important. One is the absence of a responsible adult.

Despite all the high-tech strategies for the metal detectors, the intrusion control systems, or high-tech mechanisms to monitor youngsters, that one thing that we do know is that still the single, most effective strategy for keeping our schools safe is the physical presence of a responsible adult. We've seen a pattern of past victimization. We know that, typically, of bullies and criminals, that 80 percent of them were first victims themselves.

Youngsters who feel isolated and ignored and neglected or abused and teased are another factor when you look at who has been doing this shooting. There's a significant amount of teasing that has been involved and harassing on the campuses, alcohol and other drugs, availability of guns, and then, lack of training, not only on the part of students but staff.

At one school where a youngster had shot a couple of other students, we learned that 54 children had seen the weapon on campus that day, but nobody reported it. And when I asked

one young lady, "Why not?", she said, "I didn't think it was any of my business." And part of our goal is to let youngsters know that they play a key part in their own safety.

The teachers' standpoint, the training, just as much—I went through one of the best teacher training institutions, I thought, anywhere in the country, but they never taught me how to deal with a weapon-wielding student or a violent student.

The bottom line is: Youngsters don't go onto the campus and just start pulling the trigger of a gun. Generally, there's some warning signs. They may be subtle. It could be a rumor; it could be a threat; it could be an argument; it might be something as simple as name-calling.

It's interesting, in Jonesboro, Mitchell Johnson warned that something big might happen today. Michael Carneal, in Paducah, warned students to stay away from school the day that he shot the other children. And then, even Barry Loukaitis, in Moses Lake, Washington, he wrote about his violence in an English essay. So there's a lot of subtle indicators that may come like that. We've got to work with youngsters and others to share that information.

For the most part, violence doesn't begin at school, but it comes onto the campus. It is not detectable by the metal detectors oftentimes, counselors, or teachers because fear, anger, and hopelessness, and frustration are so often carried invisibly in hearts and minds.

Whatever the source of the violence—the home, the community, or elsewhere—the effects are still extremely destructive. As a father of three, as a father of a Los Angeles County Sheriff officer and father-in-law of two teachers, I have a very strong personal interest in the continuing search to identify what we can do. Here's some things that I think Congress can do in particular to help:

First, to place school safety on the educational agenda.

Secondly, to continue to fund the National School Safety Center and organizations like this until the problem subsides. And this is important to us, inasmuch as our funding has recently expired, but the work is not yet done. We still need to work as a central resource for model programs to provide training and technical assistance and to provide national leadership as a catalyst for the schools.

Secondly, to continue to provide grant funds for research and evaluation of violence prevention programs. It's interesting—whenever a plane crashes, we have a National Transportation Safety Board that will investigate. We need to do the same thing in school violence.

It's difficult for local communities or States to make those individual efforts, and yet, there are lessons that we need to learn which I believe will emerge as we look into these.

We need to ascertain the conditions that encouraged or allowed these tragedies to happen, and then look at not only the causal factors, but protective, prevention, and intervention factors.

And then, finally, if the Congress will continue to encourage State legislators to pass comprehensive safe school legislation. Clearly, education is a Federal concern, but it is a State function. We've got to continue to do things such as mandating school crime reporting, mandate safe school planning. An administrator without a safe school plan is like a pilot without a flight plan.

We need to expand our alternative programs, expand after-school activities, truancy prevention, interagency cooperation, and finally, teacher training. But I think, as much as anything else, we need to decide how we're going to invest our resources, either in terms of education or incarceration.

Thank you.

SEE APPENDIX A -- WRITTEN STATEMENT OF RON STEPHENS, EXECUTIVE DIRECTOR, NATIONAL SCHOOL SAFETY CENTER

Mr. **Greenwood**. Thank you very much, Dr. Stephens, and I would now like to turn to Dr. Gerald R. Patterson for his testimony. He is a research scientist of the Oregon Social Learning Center.

Thank you, Dr. Patterson, for being with us and we look forward to hearing from you, sir.

STATEMENT OF GERALD R. PATTERSON, RESEARCH SCIENTIST, OREGON SOCIAL LEARNING CENTER

Mr. **Patterson**. My pleasure, although I find it difficult to compress 35 years of research into 5 minutes. But I'm going to make three points covering the several decades of work on aggressive children turned out by our institute.

The first point will concern our understanding of where aggression in children comes from; at least we have a model that we think explains a good deal of this.

And the second focus would be in briefly describing our efforts to develop an effective treatment for aggressive children and adolescents.

And the third point, to briefly describe the prevention studies that have emerged in the last five years that are based on these ideas about the theory and about intervention.

To go back to the first point, we started about 20 years ago. A group of us decided that, even though we were teaching graduate students how to do therapy with aggressive children, we were convinced it didn't work and decided that we would build a better way of intervening.

And to do that, we found it necessary to train observers to actually go to homes and classrooms, so that we could see what was going on. And we needed the observation data to tell us when behavior had changed because the parents involved in these families gave us very bias reports. No matter what we did, they reported improvement. If we did experiments where there's nothing going on, they still saw improvement, so we needed the lever that would give accurate feedback.

And when we went into the homes and the classrooms to actually observe hundreds of families, we began to see a very interesting thing that was going on that we had not suspected before going in. And very briefly, it's that in the myriad exchanges among family members, they were actually training not only the target child, but the siblings as well—these really highly interconnected—to be aggressive. And that's very counterintuitive I know, but the training for aggression in very young children starting as early as 18 to 24 months—does that mean I'm halfway there?

[Laughter.]

Chairman **Riggs**. We'll give you some indulgence in time, Doctor.

Mr. **Patterson**. Well, I'll speed it up.

The siblings and the parents were actually training the child to be aggressive during conflict episodes. And conflict episodes in these families occurred once every three minutes. Even in normal families like yours and mine, there's an incredibly high rate of conflict going on—like once every eight or nine minutes in a normal family. That's the training ground for coercion and anti-social behavior, during the early stages.

When the child goes to school, the peer group picks that up and they provide positive support—the victims do. And during adolescence, we have videotapes of adolescent exchanges that just document, you know, in a crystal-clear fzshion how the deviant peer is training our problem child in new forms of anti-social behavior.

And in using these variables to test them to say, "Well, do they really work?", we've found that when you measure these carefully in the family, it accounts for 40 to 60 percent of the information about aggression 2 and 3 years later, or in statistical terms, 40 percent of the variance, 60 percent of the variance.

Now, we also find that this same process works so that the form of the coercive behavior—the temper tantrums and the hitting and yelling—become increased and amplitude over time, and by the same little mechanism.

The point of everything I've said to this point can be summarized in one sentence. The sad thing is that aggression works. It has a function on the playground and in the family as well, and these observation studies show that very clearly, I think.

Another point about, you know, these early beginnings, there's a regular progression that eventually leads to violence. Now that's where I want to end up here. But to start at the young age in the observation studies in the homes, it starts with the simple thing that all children show, and that is noncompliance, then it moves on. Most children have a few temper tantrums, and some children hit once in awhile, but these children are moving through that progression at a very much higher level than your children do and mine.

And for our kids, it ends. For these kids, that progression keeps going on, in our longitudinal studies, to the point where the mother can see the noncompliance and temper tantrums at high rates in the toddler. The teacher in the second grade in these studies says, "Yes, and that kid is fighting and he's stealing."

You see, there's a pattern. It's identifiable; it's measurable, and it's going somewhere. And where it's going to go—and I had all these beautiful transparencies but I don't have an overhead projector.

[Laughter.]

But anyway—just picture a probabilistic trajectory going from childhood to violent juveniles and to career adult criminals over here. And the progression goes extremely anti-social at age 10. So parents see it; teachers see it; peers see it, and even the child sees it. So do observers. So the risk is that that child is going to move towards early arrest.

By age 14, the police will have arrested him at least once—so anti-social, early arrest, and then to chronic offending. If you're arrested early, the odds are .75 that you're going to be a chronic offender. That means being arrested three times before you're 18 years old. And if you're a chronic offender, the likelihood is very strong that you're going to be one of that select few that we call violent in a physical assault, rape, attack with weapons, and so on.

Now I'm not talking about inner cities. I'm talking about a little metropolitan area in Eugene, Oregon, of 200,000. So our model fits that. We need to know if it fits your cities and—I mean that should be an object of study.

And the odds of going from juvenile chronicity to adult offending are like .7 and .8 that's—it's your chronic juvenile offenders who move on to become adult offenders. I mean it's kind of common sense, but I'm saying there's a lot of studies showing very high linkages there. It's a bridge—it's a bridge; it's a pattern; it's predictable, and it's identifiable. Eighty-eight percent of all of our violent offenders in Eugene come through all that whole trajectory, by the way. One more—

Mr. **Greenwood**. This would be a good time to summarize your testimony, and then we'll all have many questions for you, sir.

Mr. **Patterson**. Yes, why don't I just add one more point to the theory, then I'll stop.

So there's a path—maybe a single path—going to chronic and violent offending is point number one. Point No. 2 is, our studies show that the disrupted family process variables that you can see in children predict every one of those points in that trajectory. So a single theory can explain the movement through the trajectory. It's on a single path.

I'll not take the time to try to talk about treatment or prevention studies. I mean if that's useful, I can talk about it later.

Thank you.

Mr. **Greenwood**. I'm sure it will be. Thank you, sir, for your testimony.

I'd like to now turn to Dr. Joanne Cantor, Communication Arts Department at the University of Wisconsin. Thank you for being here. We look forward to your testimony.

STATEMENT OF JOANNE CANTOR, COMMUNICATION ARTS DEPARTMENT, UNIVERSITY OF WISCONSIN

Ms. **Cantor**. Thank you. Mr. Chairman and members of the committee, I am pleased to appear before you to present my views on the causes of violence in children. For the past 23 years, I have been a professor at the University of Wisconsin, focusing my teaching and research on the effects of the mass media on children. Recently, I have participated in the National Television Violence study, research that explores the television landscape and the harm done to children by exposure to television violence. I have a book due out in September titled, "Mommy I'm Scared," which helps parents protect their children from the effects of media violence. Finally, and not the least important, I am the mother of a 9-year-old son, so I can address these issues as a parent as well as a researcher and author.

As you will hear today, there are many factors that contribute to children behaving violently. Having done research on this issue myself, and having reviewed the vast literature on the topic, I can say without hesitation that media violence is a substantial contributor to our children becoming violent, becoming desensitized to the consequences of violence, and becoming fearful of being a victim of violence. There is an overwhelming consensus on this point among researchers and among public health organizations.

Research shows that the way violence is portrayed can make it more or less likely that a child will adopt violent attitudes or become violent. For example, violence that is committed by good guys that is shown as justified and that shows little visible pain or harm is more likely to be imitated than violence committed by evil characters or violence that brings pain or punishment. The National Television Violence study, which recently released its final report on the most representative and extensive sample of television programs ever studied, showed that not only has violence remained at a high level on television, the way most violence is portrayed is destined to promote children's aggression.

For example, in more than 40 percent of programs with violence, the bad violent characters are never punished, and only 4 percent of violent programs portray a theme that promotes non-violence. Moreover, more than half of the violent interactions on television show no pain, and almost 40 percent of violent interactions show good guys behaving violently. If someone set out to design an ad campaign to promote violence by making it seem glamorous, effective, risk-free, and painless, they could hardly do better if they tried.

When we see children commit unspeakable and unexplainable acts of violence, it is natural to ask whether repeated exposure to media violence that is glamorized, sanitized, and trivialized contributed to their behavior. There is no doubt that each tragedy is the result of many unhealthy influences working together. But when a child resorts to gunfire to correct what he sees as an injustice, is it unreasonable to think that repeated exposure to violent incidents on television—25 percent of which involve guns—might have provided encouragement to act that way? In many of these well-publicized incidents, the young perpetrators seem surprised at the severity of the consequences to themselves and their victims. Maybe the fact that violence on television usually underplays its negative effects has something to do with this.

Although television violence is not the strongest contributor to children's violent behavior, it is the one over which we may have the most control. Producers and distributors of television programs make choices of what to show, and it is in their power to provide programming that is more or less likely to produce harm.

What else can we do besides urging the media to be more responsible?

We need better parent education about the effects of media violence on children. When parents understand the harmful effects, they will be motivated to act in protective ways. We also need to promote media literacy education for children. Teaching children about the effect of television and teaching them the ways in which television distorts reality can help reduce many of the negative effects of what they see.

Speaking personally as a parent, a major problem is that TV automatically makes available in my home thousands of programs I would never select if I were making the choice. Rather than having the option of selecting what I want my child to see, everything is accessible at the touch of a remote, and I only have the option of playing defense—actively working to shield my child from what I consider the worst of it. Given this situation, I need accurate information about the content of programs. TV ratings can help, but only if all stations, including NBC, use ratings that at least point to where the violence is. And the ratings will need to be assigned accurately and consistently. Blocking technologies like the V-chip that will permit parents to keep the most harmful programs from entering their homes will need to be effective and user-friendly.

If all of us want to help parents socialize their children well, it will be important that research be continued to monitor the TV environment. Unfortunately, funding for the National Television Violence study has now ended.

We must keep tabs on how appropriately television programs are being rated, whether the existing rating system needs to be modified further and how well the V-chip and other blocking devices are working. We need ensure that these tools really help parents reduce TV's negative influences and help promote children's healthy development. In spite of the enormity and complexity of the problem of child violence and the fact that aggression-promoting images seem firmly entrenched in the television landscape.

I believe that media education for parents and children, better labeling of programs, and effective blocking tools can really make a difference.

Thank you.

SEE APPENDIX B -- WRITTEN STATEMENT OF JOANNE CANTOR, COMMUNICATION ARTS DEPARTMENT, UNIVERSITY OF WISCONSIN

Mr. **Greenwood**. Thank you very much, Dr. Cantor.

And now we turn to Dr. Scott Poland, who is the director of Psychological Services at the Cypress Fairbanks Intermediate School District. Thank you for being with us, sir, and we look forward to hearing your testimony.

STATEMENT OF SCOTT POLAND, DIRECTOR OF PSYCHOLOGICAL SERVICES, CYPRESS FAIRBANKS INTERMEDIATE SCHOOL DISTRICT

Mr. **Poland**. Thank you, Mr. Greenwood, and members of the committee. I'm here representing my school district, where I have worked for the past 20 years where crisis intervention and prevention are our highest priority. I work with teachers, students, and parents every day. I'm also here representing the National Association of School Psychologists, which I'll refer to as NASP. I serve as the National Chairman of the Emergency Assistance Team for that organization.

This past few months, I've been extremely busy as I was also the National Crisis Team Leader in Paducah, Kentucky, and Jonesboro, Arkansas, for the National Organization for Victims Assistance. This past weekend, I spent considerable time on the telephone consulting with school personnel in key positions in Edinboro, Pennsylvania, Mr. Greenwood.

I can tell you that these communities have been staggered by these tragic events, and I will never forget, for example, in Jonesboro, Arkansas, 25 hours after the shooting standing up in front of the gymnasium full of 500 students and parents who were tortured by the "whys?" and "how?" questions, who were understandably so angry at these perpetrators and the laws in Arkansas which don't allow lengthy enough incarceration in the—for the belief of the parents and the students.

I was able to change the focus of that meeting to dealing with, "But what are we going to do now? What is going to be the path of recovery here in Jonesboro?" And I answered the

questions from students about, "Will that fire alarm ring tomorrow? Do I have to go outside? How do I face going back into the classroom where my teacher was killed and she will never return?"

I think we are all tortured by the "why?" questions, and I have several points I'd like to outline. And these are not easy answers as you all well know.

First of all, we have to recognize that most children, and even many adolescents, in our society do not understand the finality of death. Psychological theorists would tell us by age 13 they're supposed to understand death is permanent, it's biological, our organs stop working. My experience in working with children is, indeed, they do not understand that.

Secondly, I certainly concur with the many things mentioned by Dr. Cantor that we must examine the effects of motion picture and television violence on our children. Indeed, I think many times they are simply carrying out acts that they have seen hundreds—and, yes, even thousands—of times through television and motion pictures. And unfortunately, many children are also exposed to violence in their homes, in their schools, and in their communities. And they see people getting their way through violence. So we have some tough issues to tackle with regards to the way violence is portrayed in our society, and frankly, it is glamorized.

The other issue that we must address is that in every school crisis that I've ever been involved in, children always know. They know about warning signs. They know about danger. They know about homicidal and suicidal behavior. And Dr. Stephens has given you further examples of that. We must teach children at a very early age. If I feel unsafe, if there's danger, if there's homicidal and suicidal talk, I must get the help of an adult right away. Now that's an easy thing to say, but how do we put that into practice? How do we ensure that every 17-year-old in America will approach the nearest adult and tell them about that gun that is on the school campus? Estimates are there's as many as 270,000 guns go to school in this country every day, and we should not be surprised that we have injuries and death because of that—which is another question that we have to examine closely. We must end the conspiracy of silence in our schools that allows drugs, weapons, and guns to be on our campuses.

The other issue that we must address is firearm access to children. There is a gun in every third home in America. Very few children in America could not get a gun within a few hours. And one of the phrases that's in the literature that I would like to share with you today is this one: "The trigger pulls the finger." What that means to me is that a child today who is angry, who is impulsive, who does not understand the finality of death, and who is greatly influenced by medial portrayals of violence just might use that gun and injure or kill someone and change lives forever.

And as I look around the room, I know that there are people here that went to school about the time that I did, and I know that many of you were not concerned about someone coming into your school and shooting at you. You also were not concerned that someone in the midst of an argument might pull a gun and shoot you. I know how we settled arguments 20 and 30 years ago—and I'm not going to say that I can condone fist fights as an acceptable way to manage

anger and emotions and settle arguments—but I think that we all know that it was very rare that someone was injured and extremely rare that someone was killed. Today, children have access to guns and "the trigger pulls the finger."

The other issue that we must deal with is—it is my opinion, that we must set aside 30 minutes a day in every school classroom in America to work on solving problems, to work on anger management, to work on controlling impulses, to work on feeling good about ourselves, and learning to get along with other people. Those are the issues we must deal with. I have personally counseled with the victims of violent acts, the survivors of suicide. It saddens me to tell you that six percent of all suicides in this country involve a gun and that holds true for children. I'm reminded by the pained words of one adult—one parent—that I worked with who said, "But I thought I taught all of my children never to touch the loaded pistol that I left on the dresser." Unfortunately, his daughter used that gun to kill herself. The final note she left to her parents were, "Why did you make this so easy? Why did you make this gun so available to me?" I actively support legislation that makes it more difficult for children to get access to firearms, and legislation that holds adults accountable when that firearm they purchased finds its ways into the hands of a child or adolescent.

I'd like to close my comments today with a quote. The quote is from Dack who said, "The future is the past in preparation." What that quote means to me is that if we do not make major societal changes, we will have more school crises, we will have more youth violence in the 1998-99 school year than we've had during the 1997-98 school year.

They're not easy answers, and I applaud all of you for your efforts in trying to figure out what we can do as a society to move forward and to make changes so that we will have no more incidents like we had in Pearl, Mississippi; Paducah, Kentucky; Jonesboro, Arkansas, and Edinboro, Pennsylvania.

And I certainly support Dr. Stephens' comment, "We very much need the National School Safety Center," and we need national studies on school violence and why these events are happening, and what we can learn from them.

And I thank you very much for the opportunity to talk with you.

SEE APPENDIX C -- WRITTEN STATEMENT OF SCOTT POLAND, DIRECTOR OF PSYCHOLOGICAL SERVICES, CYPRESS FAIRBANKS INTERMEDIATE SCHOOL DISTRICT

Mr. **Greenwood**. Thank you very much, Dr. Poland, for your testimony as well, and let me—the Chairman and I have been chatting here, and we've come up with a thought. It's somewhat experimental; I hope we'll have the indulgence.

But there are some many young people in the audience that what we would like to suggest to you is, that while the members of the Subcommittee here ask our witnesses some questions and while they answer, if you would like to think about how this has impacted you, and what your

thoughts and how you might want to advise Congress on this; and maybe in about a half an hour, we'll ask if any of you would like to come forward and make some comments into the microphones.

I'd like to, Mr. Chairman, do—I'd like to—the Chairman of the Subcommittee, Congressman Riggs, has to go to another meeting, and so I would like to have him begin the questioning.

Chairman **Riggs**. I want to thank you, Congressman Greenwood, for assuming the responsibility as the acting Chairman of the Subcommittee. I, also, want to thank our witnesses. *I apologize to the witness on our second panel in advance if I have to leave before* he concludes his testimony or before we have the opportunity for any give and take.

And I guess the question that I want to pose—well, both the theory and, then, the question that I'd like to pose: My theory is, obviously, that students—young people—who are enjoying their academic experience, their experience going to school, learning, and all that that entails—extra-curricular activities as well as actually in-classroom learning—are probably fairly well-adjusted young people and not inclined to perpetrate an act of violence against a peer. So I'm wondering if—what kind of students the accused perpetrators are in these incidents? If any of you know, or if anyone is going to look at that, No. 1?

And more broadly, in terms of any data that's out there, in your discipline, if there is a way that educators can detect young people who might be likely to be involved in an act of violence against their peers because they're apathetic about school or just generally alienated towards life?

Because, again, it just seems to me since so many of these incidents have actually occurred on school campuses or in conjunction with school activities that healthy, well-adjusted, young people who are learning and enjoying going to school and who are, on the whole, showing—I guess you would say—healthy progress from childhood to adulthood are not going to engage in these kind of acts no matter what kind of messages that they are bombarded with outside the home or inside the home, certainly, at school in what passes for the mainstream media and popular culture today.

So do we have any way of knowing what kind of students the accused perpetrators are? And then, again, more broadly or generally, is there a way to detect early on? And what should educators—or what should school officials—do to try and intervene with those young people to see if they can't get them more involved and, therefore, more enthusiastic about going to school and learning—which is after all obviously their primary responsibility at that young age? Dr. Poland?

Mr. **Poland**. Mr. Riggs, yes, I have a couple of comments having been to two of those communities and having consulted with personnel in the third. I think essentially these are not young people who are having academic difficulty. But I can tell you, in working with school personnel all the time, they know who is at risk.

They want children to be placed first in our society. They want low-cost or no-cost mental health services available to children. They can spot children, and they do all the time, who are having extreme difficulty.

And we know the predictors of youth violence. We know they're things like media exposure, violence in the homes, substance abuse, gun access, child abuse, and ineffective parenting. And we need programs to work in all of those areas.

Mr. **Stephens**. Oftentimes that information, in terms of their past background of misbehavior, getting into fights or intimidation or simple things as name calling, those represent some good early warning signs. But for school officials, in a number of these shootings, they had no idea of the background of misbehavior that these youngsters had because, in a number of cases, they were transfer students who came to the district from another place. And typically, we shield juvenile information records, and school officials very often are quite blind-sided to whether or not they have Charlie Manson, Jr. in their school or in their class.

Chairman **Riggs**. Well, let me ask you then, Dr. Stephens, my other question. Is there a way, through your organization or through your organization in conjunction with Dr. Hammond's organization, the National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention—which is, I guess, it's somewhat of an offshoot NIH or works with NIH is some way—is that correct, Dr. Hammond? Or is this completely separate? Okay, I know of the good work that you do.

I just want to establish that is there a way to do a study and report back your findings to Congress? I don't know how expensive such a study would be. I would assume that any kind of study could, hopefully, be taken out of existing funds that wouldn't require new budget authorization and appropriation. But where we could compare and contrast these incidents and see if, in fact, there are any common causes or factors related to these incidents which the young people and their families share, number one?

And No. 2, to get more extensive information on the family situation, the—if you will—the environment where that young person is being raised. Maybe we can learn some lessons from that and then look at whether or not there is some basis for an additional—you know—Federal rule or response, although I'm very leery about replacing the welfare state with the nanny state, and I generally have reservations about how paternalistic government can or should be. But I think we're a little bit handicapped because we don't know a whole lot more about what happened here, about the young people, about their families, about their upbringing, and that's the kind of information I think that we, as elected policy decision makers, need.

Mr. **Stephens**. I'm sure Dr. Hammond will discuss that further and, in terms of the base line, we have the list of all the places where this has occurred, but quite frankly, we haven't gone in or had the time or resources to make those individual analyses. But it's something that I hope that can come, and it will provide a tremendous benefit when we can identify those common themes and then develop appropriate prevention and intervention strategies.

Chairman **Riggs**. Okay. Well, if there is a way to delve into that and maybe get a quick return—a response—it might be possible to incorporate any recommendations or suggestions that you made based on your research findings into the juvenile crime control legislation whether it is our bill, H.R. 1818, or some hybrid of our bill, and Mr. McCollum's bill or a Senate version of the legislation. So I am interested in getting more detailed research information. And with that, I want to thank the witnesses again, and I'll yield back to you, Mr. Chairman.

Mr. **Greenwood**. Thank you, Mr. Chairman, and we'll yield five minutes now to the ranking Member, Mr. Scott.

Mr. **Scott**. Thank you, Mr. Chairman. I want to thank the witnesses for a very helpful testimony. I have several questions and, first, to Dr. Stephens,. You indicated from your testimony that sometimes teachers are blind-sided. You pointed out that a lot of students, in fact, do not exhibit the risk factors where you could have identified them before. Is that to suggest that our prevention initiatives ought to be global and not case specific, and we ought to have initiatives that would help all children to cope and not try to aim the services at this one or that one?

Mr. **Stephens**. It really requires an investment of time in every child to get to know them. I think we've made some tremendous steps in many of our states by lowering class size, but it's a matter of how we want to utilize our resources.

At one school in New York City, for instance, they have 40 officers who roll up every day to metal scan 1,800 students. It takes two and a half hours to get them through the line. It a function of, how do we want to invest our time and resources? And so the extent we can do it with mentoring, with motivating, with addressing special needs we will have done a good day's work.

Mr. **Scott**. You mentioned the responsible adult as an important factor in a child's life. Obviously, some children are coming with that responsible adult either in the home, or next door, or an uncle, or something. For those that don't, I assume you would be looking at the boys' and girls' clubs staff, Boy Scout troop leaders, or maybe guidance counselors. Would those be helpful for those children that do not have responsible adults in their lives?

Mr. **Stephens**. Absolutely, we've got to put together a very comprehensive team. In Seattle, Washington, for instance, the superintendent of schools there has developed a cadre of nearly 10,000 volunteers that are linked up one-on-one with youngsters who have special needs. But I think as much as anything else, school districts have to look at what their individual problems are, bring together their local resources, and determine what best strategies can be put in place.

Mr. **Scott**. So if you had funding for a community to help go through that process, like we did in the bill that we have referred to on numerous occasions in this hearing, that would be the

strategy that we ought to pursue to reduce crime?

Mr. **Stephens**. That could be one of a number of strategies. Simply encouraging schools to develop appropriate safe school plans and to have, perhaps, some demonstration sites.

Mr. **Scott**. You mentioned a number of things that we need to do. Have you evaluated what these things might cost?

Mr. **Stephens**. Many of the things do not have a great deal of cost. It's more about community will and commitment as opposed to tremendous amount of resources for equipment.

Mr. **Scott**. I say that because we are willing to invest billions of dollars in prisons, and a lot of these things that you've mentioned have very little cost at all.

Dr. **Patterson**, you've gone to great length to talk about this trajectory towards adult chronic criminal, life and crime, so that we can sit back and watch a child from very early on go through these various steps. I assume you recognize that we'd like to know what we can do about it. You promised testimony on treatment and prevention. What should we do?

Mr. **Patterson**. I'll be much briefer. In the 1970's, three different groups worked on the development of parent training approaches to intervening with anti-social children who were between the ages 3 and 12, the younger set. And these are beautifully controlled, well-designed random assignment studies with one, two, and three-year follow-up. And the data says, "Yes," that there's some modest success in getting these children to function at a normal level.

And in the last five years, th[illegible]ame ideas are being built into prevention studies of which there are now four or five, and there are some of them in their fifth and sixth year of follow-up.

And I'd like to go back to the point you raised a moment ago about, you know, what could we do with in some of these school settings. You might consider trying some of the prevention studies which begin with the unlikely invitation to all of the parents of fifth grade boys, or first grade boys in another study, to come into this study of where you are going to focus, mainly, on parent training skills. Parent training or parenting is not an instinct, and the ideas and the skills are being lost in our society for a lot of different reasons. So when you set these group training sessions up, we were surprised to find that up to 80 percent of the families invited, you know, actually came.

And then to your second question, well, does this really work? These are large-scale studies involving several hundred families in the experimental and control groups. And a rough answer to your question is, "Yes, it looks very promising." Do they prevent delinquencies? It's too early to say, I don't know. And they're much more expensive than the techniques that

were being discussed before, so that's a problem.

Mr. **Scott**. When you say they don't prevent delinquency, does it reduce delinquency?

Mr. **Patterson**. No, I'm saying we don't know yet that intervening in the first and fifth grades with just all the families in the given area is going to reduce delinquency. We haven't followed them up long enough.

Mr. **Greenwood**. I'd like to make an observation or two and then ask a fairly narrow and specific question. But, first off, with regard to the kinds of things that can go on in a routine basis in the school, I had the—in the Pennsbury school district, in my district I was visiting recently, and in an elementary school I sat in on what they called "morning meeting," just a big way they began their day. It's part of a somewhat of a private project having to do with—it's called the Responsive Classroom, and just reading from the materials associated with that program they say how children are treated and how they learn to treat others is the central educational issue confronting our nation. We do not face, so much, a crisis in learning, as a crisis in learning to care. And Dr. Patterson mentioned that in family, there are conflicts every eight or nine minutes, and in a more dysfunctional family there are conflicts every three minutes. When you bring several hundred or several thousand students together—kids—together into one place, it's like a nuclear reaction.

[Laughter.]

There are conflicts incessantly. And it seems to me that's appropriate for some faction of what—some part of what we do in school to be associated with helping to deal with that very conflicting conflict-producing environment. And if schools are first and foremost about socialization, then that seems to be fundamental to socialization.

Clearly, there is—all of you have said there is no one single cause for these kinds of incidences. We anticipated that. It seems to me that when you start with one element, and maybe that's poor parenting, and then you add another element to the scale which is domestic violence, and then you add another element to the scale which might be the fact that the child is exposed to an awful lot of terrible violence in the media or is playing violent computer games or is listening to horrific, violent music lyrics, and then you add to that the fact that the student is teased or ostracized in school, and then you add to that the availability of a weapon. In those instances you're going to get a fairly predictable result.

But many of those elements have been around for a long time. There have always been ineffective parents. There have always been domestic violence in the home, always been kids who were teased and ostracized. One of the relatively newer elements, of course, is the media. And I'd like to focus my question to Dr. Cantor—and then ask others to respond if they have time—and that is have there, in fact, been good, well-controlled studies to take a look at the fact that this seems to be a fairly American phenomena—the birthplace of television and where television is so prevalent. It seems to be—there seems to be a correlation there, and the question is; do we know enough about the relationship between violence in individuals and

violence in societies and the amount of violence that they're exposed to in the media?

Ms. **Cantor**. Well, we do know a lot and it's not simply an American phenomenon. As American television gets distributed now around the world, we're seeing similar findings. But a recent MEDA analysis of all the studies that have been done for the past 20 years, 200 studies looking at more than a thousand comparisons between violence viewing in control groups, shows overwhelming that the effects—the relationship between viewing violence and aggressive behavior is very strong in the short term; that is, children are more likely to commit violence right after they watch it. And also, in a cumulative sense, that watching violence over a long period of time adds up to a child becoming more violent. It contributes to children becoming more violent. It's especially strong in the youngest children, I think, because youngest children are just forming their ideas of right and wrong, and they have the least appreciation for the difference between fantasy and reality. So there's an overwhelming consensus in the literature that violence in the media—not just TV, but all of these areas that you mentioned—contributes.

If it's the only unhealthy thing in a child's environment, we probably won't see it result in criminal behavior, but it might result in desensitization, lack of empathy, or just hostility towards others. But when it's combined with any of these things, it really creates an explosive situation.

Mr. **Greenwood**. Thank you. Just one final comment, and that is what I thought was perhaps the most interesting of your testimony was the aspect you referred to the fact that when violence is seen to be perpetrated by the good guy, when it's rationalized and justified as justice—you know, with the fist or the gun—that it may have more than a damaging effect when the perpetrator is, in fact, perceived as the bad guy because then—I guess in every individual's heart we want to consider ourselves somehow, our actions justified—that we have a good purpose for what we're doing no matter what it is.

Ms. **Cantor**. That's right; and this is particularly true in children's—programming aimed at young children.

Mr. **Greenwood**. Thank you. Congressman Roemer.

Mr. **Roemer**. Thank you, Mr. Chairman. I was just discussing how enamored my children are with some of the super heroes out there and, that in your testimony, Dr. Cantor, when you said that when it's a good guy, our children seem to be even more taken in by it and then being able to justify the subsequent action, or punching, or reaction to a negative hero. My children are really into—although we try to make sure that they watch public television, and Barney and Arthur, and Sesame Street are some of their favorite shows—they are, also, into Star Wars these days, and Luke and Han are their heroes because these are good guys that can fight evil.

You say in your testimony that so often times the shows that are on television do not show, then, the consequences of the violent behavior, and I think that, generally, that's very true.

There is a foundation called the Just Think Foundation that I've worked with, and they try to develop media literacy curriculum for children. I wanted to ask you if you're aware of the Just Think Foundation or other kinds of foundations that work with our schools? What kinds of programs are more effective than others? Does it help to have some trained professionals or teachers who do the training with the children? Should the programs be family or school based? And is the school the best place to do these kinds of programs?

Ms. **Cantor**. I would say, "Yes," to everything you said.

[Laughter.]

There are any number of media literacy organizations that are trying to promote media literacy through parent groups, through school groups, through community groups. They—there hasn't been any large-scale study to compare the effectiveness of one approach or the other, but it seems to me that the best approaches will be based on the results of research on how children comprehend television and how they can be made to view things differently.

My—I thought you were going to ask me for advice to you, what you should do about your kids because they're going to watch this anyway. One of the problems is, of course, that kids like to watch this stuff. And so as parents, one of the two roles of media literacy are, first of all, to make sure parents know what the impact is, and second of all, to give them tools to talk with their children about what they—watch television with your child, and to have media literacy education in the schools. It is amazingly effective to bring these considerations in because most children watch television without a critical view, and bringing critical viewing skills in can have a very positive effect.

Mr. **Roemer**. I also wanted to ask, since Dr. Stephens is with the National School Safety Center and Dr. Poland is a member of the National Emergency Assistance Team and the National Organization for Victim Assistance, obviously, there is a national or a Federal role here. Can you, again, repeat for the committee what that national or Federal role is as part of the solution? And I want to emphasize that I think the solutions are family-based and parent-based, primarily. But when so many of our children are coming to school without the resources and the foundation of family, then we need to look at other alternatives as well, too, and hence, some of these prevention and intervention programs as well.

Mr. **Stephens**. The entire concept of creating safe schools on the national agenda because it shouldn't require an act of courage for you, as a parent, to send your child to school. Our role, as much as anything else, is to identify some of the best practices, best strategies and share those with school administrators around the country because they're all looking for answers. And there is some remarkable things being tried in different states all over the country in a variety of these areas, so I think as an information resource, national catalyst, and really focusing on everything that we can do to encourage the success of each child.

Mr. **Roemer**. Dr. Poland.

Mr. **Poland**. The National Association of School Psychologists is very committed to school children, teachers, administrators, and to parents. In particular, we'd like to help school administrators to make safe school plans and to not just focus on what to do after something bad has happened, but to think about what we can do to prevent it. We know the leading causes of death for children are accidents, homicides, and suicide. Where are our prevention programs?

And we certainly want to provide direct services to children and families whenever there are mental health problems. We see the role of a mental health provider as a very viable one for a school psychologist, and we want to work towards these very important curriculum programs that will make a difference and will teach kids to stop and think before they act and will help them understand that there are non-violent ways to manage anger and, in fact, anger is a normal emotion. We all have it, but we have to teach children ways that they can express anger without hurting themselves and other people.

Mr. **Roemer**. I thank the panel for their expertise and their help, and I hope that we can continue to work together on some solutions for this very profound problem.

Mr. **Greenwood**. Congressman McCarthy.

Mrs. **McCarthy** of New York. Again, thank you, Mr. Greenwood, for bringing this panel together. It has been fascinating. I guess I feel like there's never enough time to get all the answers. You know, usually—and we're lucky today because we're going over that five minutes because it always seems when you get into a subject then the light goes on and I'm going, "Wait a minute, we need more time. We need more time."

One of the things that I certainly am interested in is because we had Janet Reno back here—I guess—last spring, and one of the things that she talked about is that we usually can pick a lot of these kids out who had a long juvenile delinquency by second grade. The teachers can pick them out. So that goes with your theory.

Are any of you familiar with the program that's called Project Achieve, where they work with the whole school—there's the whole school system? Because that to me certainly is—especially when we see our children going pre-K—our school system seems to be the nucleus of where we can work with these children, and certainly working with educators up in Vermont where they have started reaching out, almost from birth, with working with families. And, you know, the more I start studying this, the more I'm starting to see that we can usually tell those families at risk, and I think those are the things that we have to really start looking into.

I happen to believe in prevention and, certainly, with the teams going out after an incident is of great comfort. But when we see the majority of the time, the warning signs way before, that's where we have to start working and intervening with the young children—younger and younger.

Last week, or a couple of weeks ago, was really the first time I ever heard of media literacy. Someone was talking to me and telling me the work that she was doing. She happened to be a radio announcer, and she was excited about this project that she was working on with school children—not just on violence, but also; why does a child want to buy this?

So I mean it's a whole—you know—fascinating subject that's opening up to me and, of course, you're the teachers. You're teaching us, and I think that's probably one of the most important things. I hope we can come full circle and figure out—and we'll never come up with all the answers. There's no such thing as that. But our obligation is to, certainly, start working with the youngest of the young and, hopefully, in time—and this is where we have to be patient, and I am a patient person. If we start really doing this, then in time we will have our children safer. But, of course, we want to try and come up with any solutions that we can so our younger people feel safe, too.

Any response to anything I've said?

Mr. **Patterson**. Yes; there is some prevention programs that are still being evaluated but to follow exactly along these lines—and I think they're very promising—where if a school, early on, sees a child who's really not fitting in and really not learning very well, and they contact the parent and not scold or punish in any way but say, you know, "We are running some parenting groups for parents of normal kids and we think you might like to work with them."

And they've also organized the police department into this kind of web so that if the police officer sees the child out on the street late at night, they stop and find out who he is and what the address is, and then send the family—not a citation—but a letter saying, "Last night at 11:30, I found Johnny," and so on, "And there is a parenting group in your area at this address. Here's the telephone number. You might want to use it." So that all of us in the community who see these early start, have something to feed it into as a way of helping the families instead of isolating them.

Mrs. **McCarthy** of New York. And I agree with you, but I found a number of times when we tried to approach a parent that there might be a slight problem, "Not my child." So I think it has to—I wish parents would. I think a lot of times parents are guilty nowadays because they're both working, and I think that's a shame where they're feeling—not supplying the time to their children. I happen to know that you can work full-time and still spend a lot of time with your child. It takes a little bit of extra effort, and maybe you go to bed an hour earlier, but you can do it. There's too many of us that have done it.

I don't have the answers, and I don't think anybody has all the answers. But at least we're opening up a dialogue, and I think that's the important thing. And to bring it on the national level, and I think that's important, for a dialogue to start speaking and addressing why we have violence. That's probably the most important thing that we can do.

Mr. **Poland**. Mrs. McCarthy, I wanted to say that I am familiar with the Project Achieve program. It was developed by school psychologists. It is a school-wide program that

improves discipline in the school climate and teaches kids to solve a problem. And there are excellent programs like that that are available, but they're not going to be implemented in all of our schools or—in fact—many schools unless legislators tell them that it is important, and it is what must be done.

Mrs. **McCarthy** of New York. And I think a number of us—certainly after the committee meetings and everything else—will be probably looking forward to that to answer that, and that means, obviously, money.

Mr. **Greenwood**. Thank you. We're going to—since there are three of us left, we're going to—we've decided—the ranking Member and I have decided, we'll give ourselves each one more chance to answer a question, and ask a question. And we'll try to be fairly strict with the time for the next 15 minutes here.

I'd like to address my question to Dr. Poland—and, again, because of your particular experience—in looking at this recent rash of horrific incidences of firearms, violence in schools, and looking at some of the—turning away from the media for a moment, and turning away from the school environment, and turning back to the home environment from which these kids came, I'd like to ask you; did you—is it your observation, and anyone else who has made a study of this—that there was any single component within the family that seemed to be a common denominator? Whether it was these kids had been abused or whether it was—there had been a failure to establish a significant emotional bond with an adult in the children's lives, or anything else, from a sort of a socio-psychological perspective, that seemed to be a factor that took these kids out of the envelope—if you will—and out of the margins?

Mr. **Poland**. Mr. Greenwood, that's a very difficult question to answer because these families are not sharing much information understandably, and any information that I might have would be confidential and somewhat speculative.

I do think we have to recognize that, in most of these incidences we were talking about, the families had the guns and the families did not keep those guns out of the hands of their children. So that is one uniform—not true in every single case, not true in Paducah, but true in the other cases—and the other important information, I'm afraid, the families are not going to share with us.

Mr. **Greenwood**. Any of the other members care to comment on or respond to that question?

Mr. **Stephens**. Much of what we've seen in—at least individual cases that I have looked at have been, simply, parents who did not keep in touch with their children. It's interesting, even in Paducah, Kentucky, the youngsters there, they were truant from school—something that, hopefully, a parent would know—I'm sorry, in Jonesboro was the case.

When you look at shootings that have occurred in some of the other cities, it's been situations where parents simply have not monitored their children that closely; so the role the parents can play and establishing some parent centers on the campus could, certainly, be a way to

intervene in some of these cases where there appears to be greater level of supervision.

Mr. **Greenwood**. I must tell you that I'm intrigued by your notion of sort of using the model of the National Transportation Safety Board. I recognize that, in these incidences, we would have to wait until trials are completed and then we would—there's the process of gaining the cooperation of both the perpetrators and the families and so forth. But it is an intriguing notion to me that a research project—federally funded, if you will—would make a very rigorous analysis of these incidences because we really do have to learn from them.

It is just irresponsible for us, as a nation, to allow these kinds of things to occur in our midst, and then shrug our shoulders and come to the conclusion that we can't come to an conclusion. I think we have to learn from these, and we have to act on what we learn. Mr. Scott.

Mr. **Scott**. Thank you. Dr. Poland, one of the problems we have with the incidences that have been recently reported is the copycat phenomenon. What kind of intervention is appropriate on the scene and nationally to prevent the incident from repeating itself?

Mr. **Poland**. Mr. Scott, that's a difficult question. I think we all question, "Do we have to have such excessive news coverage?" I know it upsets everyone to see the perpetrator in Edinboro in the police car laughing. I think we have to look, not only on our coverage of the actual event, but I think we have to look at the fictional things that, also, our children view. And it's a combination of those things, and I think we all hope that there will not be further events. But, we've had these occur together, and it's very difficult to know what will be next.

Mr. **Scott**. Is it appropriate for teachers in other localities to use this as a teaching moment to try to take advantage and make some progress, or is that counter-productive?

Mr. **Poland**. Absolutely. I believe that—

Mr. **Scott**. Absolutely, what?

[Laughter.]

Mr. **Poland**. —it should be used as a teaching moment. In my own school district, when I returned to Jonesboro, they gathered hundreds of sixth graders who wanted to know about the incident and what I did to help other people, and the teachers were able to tie it all the way back to, "You know those units that we had on managing anger and managing impulsive behavior? These are the things that are important to do when you're having violent thoughts."

I believe it is certainly a very teachable moment throughout the country. Every school child in America is aware, and we need to all work together. First of all, I'm learning to report dangerous behavior, guns on campus, and in working towards every child being better able to solve their problems.

Mr. **Scott**. Dr. Cantor.

Ms. **Cantor**. Yes; I would just like to suggest that it's very important to make these teachable moments age appropriate to the children. And one thing that television news doesn't do, it doesn't take into account that a lot of very young children are seeing this coverage which is frenzied and overblown. When things like this happen, it's important for schools to, maybe, take the information in a gentler dose and bring it to the level of the child's age. Otherwise, we find—I find in my research, enormous numbers of children with nightmares and not wanting to go to school after they see news coverage of this type of event.

Mr. **Scott**. What can we do about it?

Mr. **Poland**. Well, I'd like to make one comment—and I certainly agree—and I will tell you when I was in Jonesboro, what bothered me the most was hearing the 911 call, the incredible emotionality and the fear and pain over and over on the television days after the incident. And that is the time when we should have been running features; how can we help each other move forward on the new path for this community instead of repeating the horror of the moment.

Mr. **Scott**. Dr. Patterson, you indicated that we needed more studies on prevention. Are you familiar with studies on Three Strike and You're Out?

Mr. **Patterson**. Yes.

Mr. **Scott**. And that they concluded that they was a waste of money?

Mr. **Patterson**. The California review by the Rand Corporation concluded that it was an extremely expensive program and one that was going to bankrupt the State of California as well as the rest of us.

Mr. **Scott**. And that same study concluded that parental education was a much better "bang for the buck?"

Mr. **Patterson**. The parent training therapies, yes.

Mr. **Scott**. Yes. Thank you.

Mr. **Patterson**. By the way, there is a group that in the State of Washington called together for the same purpose—I mean—what are we going to do in the State of Washington? And they're evaluating all of the treatment and prevention programs they can find and carrying out a cost-utility analysis. I submitted that with the papers, and that might be useful to you.

Mr. **Greenwood**. Thank you, and we have been joined by the gentleman from New Jersey, Mr. Payne, who is recognized for five minutes.

Mr. **Payne**. Thank you very much. I apologize for missing most of the testimony. I've heard some of the response, but I could not think of anything that's more important at this time than what you all have presented.

As a former schoolteacher in Newark, Passaic, and New Jersey—often elementary, middle school, and in secondary school—I know—and that was some time ago—of problems that we did have. But today, they've simply been exacerbated, I think, by the—and I might just ask a question there. Those who say that what's seen on television has no impact on young people, that it's—some defenders of those shows say that they feel that it has no negative impact. Could you ask—if you haven't done it already—would you give me a response to that—any of you or all of you, please?

Ms. **Cantor**. Well, we have—I will just summarize what I said earlier. There's just an overwhelming amount of research that shows that what children watch influences their behavior. And watching a lot of television violence over the course of a child's life is associated with becoming more violent or becoming desensitized to violence. And, also, even immediately after viewing, children often imitate what they see. It's not just—it's not true only of violence, but violence is prominent on television, and it's shown in ways that's designed to promote imitation.

Mr. **Poland**. I'd like to say that I agree totally with that statement, and I think that if we ever have the national study after the fact and really get to work with those children and families, that we'll be able to specify exactly which program, exactly which movie gave them the idea and led them to commit that particular violent act.

Mr. **Stephens**. It's not only the movies and the media but, also, sometimes the other books that different ones read. It's been interesting to look at, in a couple of the cases, where particular writings of various authors such as Stephen King have had a dramatic influence upon students. That's not to say we can control now everything that young people read, but I think we just have to be aware of some of the other factors that are out there that come to play in some of these school violence incidents.

Mr. **Payne**. Thank you. I'd just like to also mention that, you know, being a First Amendment supporter, I feel that when it was written it really served a real—so useful purpose, and it still does. I don't get concerned about a First Amendment right to show these violent and some of the lyrics of words of some of the music that comes out and young people hear. I'm opposed to this question about right to bear arms. I think we need to take another look at opposition to gun control that the proliferation of weapons are around and I think that we're wrong by saying, "Well, the Constitution once said that there's a right to bear arms and, therefore, it's all right for 11-year-olds to stand outside a school and mow people down with automatic weapons." Things have changed, and I think we need to look at that.

And, also, finally, the change—in 1973, I was national president of the YMCA of the USA, and I testified before Senator Birch Bayh, who at that time initially introduced the Juvenile Justice, Delinquency, and Prevention Act which it was called at that time. I came back four

years later for the re-authorization when Senator Culver from Iowa was in the Chair then, and the whole thrust of that time was the prevention of delinquency. It was trying to work.

Now, of course, I don't know the new name, it certainly doesn't deal that much with prevention. I think that, as public policy people, we have a responsibility to try to deal with intervention and try to get parents involved, to try to talk about mentoring, but this whole punitive thing about, "Three strikes, you're out. Lock them up for good." The question about things that happen in inner cities—you know—we've seen when drugs first came about it was just an inner city problem. It didn't bother anybody else. Now we have an epidemic. The whole question about guns and delinquent youth, that's an inner-city problem, so just lock them up or forget about it.

Well, you know, things continue to grow out. And now we see some of the most horrendous problems dealing with these things happening in the suburbs. Just looking at the names with the endings in the "o," the "boros," it gives a connotation of a pleasant, peaceful, tranquil—none of the problems of those cities, but unless we deal with the problems, uniformly, wherever, whomever, or whatever group they impact on initially, it simply just grows and grows like a cancer and it will finally consume the whole body politic.

Thank you. I think my time has expired.

Mr. **Greenwood**. Thank you. I would like to, on behalf of the entire Subcommittee, thank each of the witnesses for joining us and for your testimony. We all understand how difficult it is to compress a life's body of knowledge into a relatively short period of time. We want you to know that this is not the end of our dialogue. We hope we can rely upon you for future consultation. We hope that you will feel free to send us additional comments or suggestions or recommendations, because this panel does not intend to leave this issue at the end of today's hearing.

So thank you again, and you are dismissed.

We'd like to call Dr. Rodney Hammond to the witness table. He is the director for the Division of Violence Prevention, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. Dr. Hammond, we thank you for waiting so patiently to join us, and we look forward to your testimony.

And without further interruption, we'd like you to begin, please.

STATEMENT OF RODNEY HAMMOND, DIRECTOR FOR THE DIVISION OF VIOLENCE PREVENTION, NATIONAL CENTER FOR INJURY PREVENTION AND CONTROL, CENTERS FOR DISEASE CONTROL AND PREVENTION

Mr. **Hammond**. Thank you, Mr. Chairman. I am Dr. Rodney Hammond, director of the Division of Violence Prevention at the Centers for Disease Control and Prevention, and I'm quite pleased to be here today to discuss what we know about youth violence, some ways we

can intervene, even how to prevent it, and how the public health approach can contribute to the prevention of youth violence.

First, what we know; although there's been a slight decrease in the national rates of youth homicides since 1993, the number of young people who die violently remains unacceptably high. Homicide is the second leading cause of death for young Americans between the ages of 15 and 24 and the leading cause of death for African Americans in this age group. And for children ages 10 to 14, homicide is the third leading cause of death.

Now, violence in school settings has been, in the past, relatively uncommon. As Dr. Stephens mentioned earlier in his testimony, between 1992 and 1994 less than one percent of violence-related deaths—that includes both homicide and suicide—occurred in or around schools. However, the problems in Jonesboro, Paducah, Pearl, and most recently, in Edinboro, cause us to focus on school-related youth violence now.

What is troubling is that there appears to be an increase in school-associated incidents with multiple deaths in the past three years. And I have a time-line at the end of my statement which lays out the number of multiple deaths that have occurred in the last three years, and that amplifies my point about the increase.

Now, we don't have all of the answers yet that will prevent more incidence of school or community youth violence, but I feel we do know enough to act now. And I'd like to make just four points in this regard.

First, this is a problem, largely, of children killing children. What's shocking about these incidences is the age of the perpetrators and the victims, between 13 and 14 years of age. In recent years, the average age of homicide offenders and victims has grown younger and younger. Data suggests that youth violence has become worse—not because children are fighting a lot more—but because their assaults have become more lethal.

Second, the problem is not limited to inner cities. The recent school shooting in small towns have countered the stereotype that so many of us previously may have had that youth violence is an inner city gang-related problem. In fact, while youth homicide rates in major urban areas have dropped in recent years, rates in mid-sized urban areas are constant, and even increasing in some areas.

Third, homicides are only the tip of an iceberg in terms of youth violence. There's an underlying layer of violent behavior that should concern us, both for its own sake and as a precursor to lethal violence. According to CDC's Youth Risk Behavior Survey, a national survey of high school students in 1995, 40 percent of high school students reported being in at least one physical fight in the past 12 months, 20 percent reported carrying a weapon at least once in the previous 30 days, and nearly 8 percent carried a gun. Approximately one-half of the students who reported carrying a weapon also reported carrying the weapon at school.

Fourth, the majority of school violence appears to occur among acquaintances, not strangers. The 1992 to 1994 School-Associated Violence study found that 85 of the 105 deaths resulted from interpersonal disputes, not random violence inflicted by strangers. In other words, the young person's inability to handle anger, perceived provocation or rejection by friends too often fuels a violent and often lethal response.

What can we do about this problem now? There are actions we can take now that could have a tremendous impact. We could increase programmatic efforts to prevent young people from using anger or any kind of force as a response to interpersonal problems. And we can prevent the escalation of violent behavior into lethal actions. Prevention research indicates that many strategies have promise such as parenting programs that focus on parents of young children and school-based training that enhances students' social and problem-solving skills. Recent evaluations of such programs confirmed that they do have an impact on reducing aggressive behavior and violent acts. This past spring, the Journal of the American Medical Association described the evaluation of a school-based violence prevention program showing a reduction of physical aggression and fighting in the school and its surroundings.

This finding added to the growing list of youth violence prevention strategies that we're supporting at CDC and appear to be making a difference. For example, an earlier report in the American Journal of Preventive Medicine described CDC youth violence prevention products—projects, and the preliminary results of the school-based projects such as Peace Builders which is based in Tucson, Arizona, and the Richmond program are a good indication that strategies such as creating a culture of peace in the schools and developing positive adult role models within the school or teaching alternative methods to deal with violence in with the students in school settings are, indeed, effective.

What does public health offer? Together with education, law enforcement, and the other sectors, public health can make an important contribution to preventing youth violence. We're pursuing projects in the following areas: quality, school-based violence prevention. Schools need to know about effective violence prevention programs. Many schools have programs that are not based on the best scientific knowledge and some that have programs that are based on good scientific knowledge are not implementing them as designed. This needs to be addressed.

Parenting programs—parenting programs are important, because the behavior of adults in the home can have an enormous influence on children, and parenting skills training can make a difference in preventing violence and anti-social behavior. We need to find ways to reach out to very high-risk youth. Many youth are not accessible in traditional setting such as schools. We need to support implementation of efforts to identify and recruit high-risk youth into programs intended to reduce the risk of violence.

So, violence is with us, regrettably, still. The recent school-associated killings should cause us to redouble our efforts at prevention. The time to take action is now. And along with our partners in other Federal agencies, such as the Department of Justice and Education, I think the public health community can make a substantial contribution to preventing violence among

children.

Mr. Chairman, this concludes my testimony, and I'm happy to answer any questions you or other members of the Subcommittee may have.

SEE APPENDIX D -- WRITTEN STATEMENT OF RODNEY HAMMOND, DIRECTOR FOR THE DIVISION OF VIOLENCE PREVENTION, NATIONAL CENTER FOR INJURY PREVENTION AND CONTROL, CENTERS FOR DISEASE CONTROL AND PREVENTION

Mr. **Greenwood**. Thank you very much, Dr. Hammond, for your testimony and for—again, for your patience with us this afternoon.

Yesterday I visited an elementary school in the school district where I grew up, and it happened to be we were celebrating a program for National Turn Off the Television Week—Dr. Cantor will be happy to know that—and we were giving out some certificates, and so forth, to the kids. And I spoke with a woman who was the principal of the school, and she had been with that school district teaching and in various administrative roles for 25 years. And I asked her if she had noticed a change in the children over that 25 years. And she immediately answered, "Yes." Now this is in a upper-middle class community where the teachers at the top end of the scale are paid $80,000-some dollars a year. This is—every lawn is nicely trimmed, and this is the, sort of, model American community. And she said the difference is that these kids are bringing all kinds of methodology in from the home to the classroom. And I said, "Even here? Here in Holland, Pennsylvania?" And she said, "Yes."

I noticed that a lot of your recommendations were for school-based programs, and I made some comments about the value that, I think, the school-based programs can have. There are two sets of comments you hear from teachers. One is, "Gosh, we've got to deal with all this stuff coming in from the home." And, two, "Why do you legislators keep telling us to teach, adding to our curriculum? You want us to teach this and then that, and then this, and then basic science, and basic math, and then you want us to teach the kids values at the same time. The school day isn't long enough."

So I just would like you to respond to that. How, without lengthening the school day, how do we in good conscience tell our teachers; make these kids competitive internationally in the basics, teach them social values and peace keeping and all of that? Is that—are those expectation reasonable? Do we need to completely change the model of the way we educate the children if we're going to do all of this in the school?

Mr. **Hammond**. Thank you for the question, it's—and you raise a very complicated issue about how much can we burden the existing school structure with broader agenda items that affect society—and in violence that's certainly one of those. Actually, we've seen a number of very good examples of adoption of violence prevention programs in school settings which the schools tell us don't seem to overburden them. For one thing, a lot of curriculum development is going on that eases the opportunity for teachers to work with boys and girls in the classroom

in a limited amount of time and not imposing on the other elements of the curriculum to deal with things like conflict resolution, how we deal with anger, the meaning of violence.

The other point I would like to make is that doing good violence prevention programs in a school setting doesn't necessarily mean it all has to happen in the classroom. The Peace Builders project, which I alluded to, actually does a very good job and with firm outcome data by working with those outside of the classroom including the building principal, the counselors, and the kids, themselves, in spot events outside of the classroom day to build a positive environment that gives peace messages and suggests alternative ways of responding.

In some cases for high-risk—I think—communities, it will be necessary to supplement the teaching personnel with school psychologists, counselors, etc., who can implement some of the programs and techniques that we know work very well, but for which the training that is more common to the school psychologist will be better suited to implement the program. And I think that these things are very adaptable.

Last point; we, already, in schools build into the curriculum in many states a requirement for health education. That already happens, particularly, in the middle school environments and beyond. What not reserve some of that time to deal with what is getting to be one of the number one health problems we face in the Nation, violence prevention?

Mr. **Greenwood**. Do you think that might be as important as naming the bones in the body?

[Laughter.]

Of course, we need practitioners who are capable of doing that.

Thank you, sir. Mr. Scott.

Mr. **Scott**. Thank you, Dr. Hammond. You mentioned a lot of programs. Are there any components or elements that are common to the successful programs?

Mr. **Hammond**. Yes. The strategies that we've seen that seem to cut across successful programs—and I might add, we are still evaluating and we're finding more and more about what works to prevent violence—seem to involve a number of elements. Programs that focus, again, on the basic skills that children can use to respond appropriately rather than violently to a sense of provocation. Most children don't get in any kind of organized way an opportunity to learn how to cope and manage anger which is a very normal response to provocation. But we don't actually teach how to manage it. Nowadays, it turns out, that is probably one of the things that we can do to prevent children from choosing the option of violence, and very good program emphasis anger management, skills building, mild assertion skills, ways of talking through a problem without having to resort to violence, and for high-risk youth, programs that feature intensive interaction with the boys and girls in a very, very rich setting in terms of the opportunity to interact with responsible adults seem to be helpful, too.

Mr. **Scott**. How much do these initiatives cost?

Mr. **Hammond**. I don't have exact figures on that for you, Mr. Scott.

Mr. **Scott**. Well, let me put it in perspective. A couple of years ago, Virginia passed a prison construction plan that will cost, after the prisons are built, about $100 million dollars per congressional district per year which multiplies out to about $30 to $50 billion dollars nationally. I mean, are you talking anything that would compete with this kind of funding?

Mr. **Hammond**. Not at all. These programs would cost far less.

Mr. **Scott**. I mean, you're talking about funding that would be lost in rounding off to what we're willing to spend on prisons after we've ignored the problem. Is that essentially true?

Mr. **Hammond**. I'm not sure I understand the question.

Mr. **Scott**. I mean, I mean for a couple of billion dollars you could fund everything you've got in this—

Mr. **Hammond**. Well—

Mr. **Scott**. —in your presentation.

Mr. **Hammond**. Certainly that amount would fund a lot of programs. There's no question about it.

Mr. **Scott**. And the program that we funded in Virginia didn't promise to reduce crime by any statistically significant amount, and it breezed through our legislature about a 90 to 10—90 percent vote.

Mr. **Hammond**. Right.

Mr. **Scott**. Do you have evidence to show that if we cut the trajectory towards violence that we can significantly reduce the incidents of violence? Dr. Patterson mentioned you can pretty much track what's going on. And if you can cut that anywhere along the lines, do you have evidence to show that that makes a difference?

Mr. **Hammond**. Dr. Patterson's work is noted and well-respected by us at CDC and the others. And there's no question that early intervention programs seem to make a difference. We have—the evidence is growing. Some studies, because they take a long time—if they intervene early—to get to the point when you see very, very high risk to prove their results. And so, I would say that the evidence is very, very promising that early intervention programs which can be implemented in schools, especially, make a difference, yes.

Mr. **Scott**. And the research on treating juveniles as adults is fairly clear that the juveniles will get less punishment, and the crime rate will go up. That evidence is fairly well established, too, isn't it?

Mr. **Hammond**. I'm not precisely familiar with all of the studies that you may be referring to.

Mr. **Scott**. Do you know any study that suggests that treating juveniles as adults will reduce crime?

Mr. **Hammond**. No, I don't.

Mr. **Scott**. Are you familiar with the studies on Three Strikes and You're Out that conclude that that's a waste of money?

Mr. **Hammond**. I'm not intimately familiar with those studies, but I certainly am aware of the summary results.

Mr. **Scott**. And so, if you had a couple of extra billion dollars, you'd want to put it into effective programs to reduce crime?

Mr. **Hammond**. Certainly, we're interested in prevention at CDC. We think resources directed at prevention programs in the long run will make the biggest difference.

Mr. **Greenwood**. The gentleman from New Jersey for five minutes.

Mr. **Payne**. Thank you very much. When it gets to domestic violence, people say it's very difficult to predict when crimes will occur. You've indicated that these recent crimes have been committed by people who know each other, therefore, would you conclude that it will be as difficult to predict and, therefore, perhaps to actually prevent these kinds of crimes if things remain the same?

Mr. **Hammond**. Quite the contrary. I think our best hope for prevention is in dealing with the type of violence that's associated with people who know each other and that get into arguments because there we know—if you can gather from the testimony previously given—a lot about what we can do to intervene early with relationship issues, if you will. And I think that is our greatest hope in contrast to the prevention of other types of violence committed by strangers. That seems more in the domain, strictly of control in law enforcement.

Mr. **Payne**. So you feel that, perhaps, in the schools—as you indicated before—that more attention should be paid to this whole sort of violence prevention and to look at the areas or programs that are working?

Mr. **Hammond**. Absolutely, I really do. Yes.

Mr. **Payne**. Just some questions, too—it's been indicated by Representative Scott—we hear

about the cost of facilities. I've got some information here that says a typical juvenile correction facility costs $102,000 per bed to build. That's not talking about running it once it's in. The question of the fact that in 1994, statistics—and I assume it's higher now—that there are nearly 200 million firearms in American homes—200 million, almost one for every person in the country, maybe 50 million short, but these are 1994 statistics. I wouldn't be surprised if it's caught up to the population. And the fact that we have seen in the new Juvenile Justice Delinquency Prevention Act—that I call it—that there is the move to have young people incarcerated with adult prisoners, to let them stay in an adult facility for longer periods of time when statistics show that children in adult prisons are eight times more likely to commit suicide. And so I just wonder, in our public policy that we see here today, do I simply read these things differently since the move is to put them in with adults, the move is to allow weapons to continue to proliferate our society?

Well, I guess it's hard to ask the question because, you know, the answers are really—to me—so basically clearly. But—well maybe I'll ask this; what do you think a person like myself would believe that these things are going in the wrong direction? How can we educate, perhaps, more people to understand that these things are public policy going in the wrong direction, and that we should take a look at it and, perhaps, change?

Mr. **Hammond**. I'm not sure that I can answer your question, Mr. Payne. Many of the things you refer to are, in some ways, a response that society has to protect itself. Our main interest is to see that prevention is supported. Youth violence prevention works. There are things that we can do, on the prevention side, before we ever have to address those broader issues and policy questions that you refer to. And I think that we should. There's no reason that we shouldn't. These incidents certainly give us a chance now to focus in that way.

Mr. **Scott**. Thank you.

Mr. **Greenwood**. Thank the gentleman. The gentlelady from New York for further inquiry.

Mrs. **McCarthy** of New York. Thank you. Going along with the lines of prevention—and I think almost everybody here agrees—that prevention to me is the best medicine. I mean—and it doesn't matter whether its violence, common cold, anything. Prevention is still the number one issue. And I would like to kind of comment with Mr. Payne. I think sometimes here—especially in this legislative body, not here, but the whole body—people look at it politically. We're too soft on crime, and that's too bad because prevention, I do believe, will work longer long-term than being soft on crime. I'm not soft on crime. You do violence, you do the time. But, again, we have to reach out to our young people, and I think that's the most important thing we can do.

This is probably side-tracked a little bit. You said homicides are down in this country. Is that among with young people, also?

Mr. **Hammond**. Yes, "Down," I said, "slightly." There's an 11 percent decrease since 1993 in the homicide rates for ages 15 to 19, and a similar slight decrease for the younger ages.

However, you have to put that in context. The overall homicide rates are very, very, very high when you compare the U.S. to other industrialized countries.

Mrs. **McCarthy** of New York. Oh, now that I know.

[Laughter.]

Mrs. **McCarthy** of New York. Just out of curiosity, has anyone done a study—because I can probably name three or four people that I know that were involved in homicides but they survived. Is anyone doing studies along those lines?

Mr. **Hammond**. I'm not familiar. There may be someone. I'm not familiar with such studies.

Mrs. **McCarthy** of New York. Okay. Thank you.

Mr. **Greenwood**. Thank the gentle lady.

Dr. **Hammond**, thank you again very much for your testimony. We appreciate your words of wisdom this afternoon.

Mr. **Hammond**. Thank you.

Mr. **Greenwood**. And you are excused.

I had said earlier that I would offer the opportunity for any of the young people who are with us and who have patiently listened to all this testimony, if they would—if any one of you thinks you would like to take this opportunity to offer this panel some words of your wisdom from your perspective, we would welcome your comments. Have any of you decided to choose that option?

Yes, sir. Well, you two gentlemen are welcome to come to the table with the unanimous consent of the Subcommittee. And if you gentlemen would identify—give us your names and where you're from and we'll start with the gentleman in the green shirt.

[Laughter.]

STATEMENT OF JUSTIN GASKIN, MEMBER OF THE AUDIENCE FROM MOORECROFT, WYOMING; ACCOMPANIED BY KEVIN SUNSTROM, MEMBER OF THE AUDIENCE FROM MOORECROFT, WYOMING

Mr. **Gaskin**. All right. My name's Justin Gaskin. I'm from Moorecroft, Wyoming, which is a very small town of about 800 in the northeastern part of the State.

Mr. **Greenwood**. And the other gentleman?

Mr. **Sundstrom**. My name's Kevin Sundstrom. I'm also from Moorecroft, Wyoming.

Mr. **Greenwood**. Okay, and what would you like to recommend to this Subcommittee?

Mr. **Sundstrom**. My personal view on the issue, I believe that a lot of the juvenile crime is related to home issues. I believe that Congressman Roemer suggests a good issue when a lot of it is family-based. And when we look at a lot of the crime, a lot of it is committed with guns, and so forth, but I think there's problems in the home that can drive people to go and use guns.

And I think that a lot of the solutions should tend to be family based, because when kids grow up in families that teach good morals and they teach good things. I don't think that the media will have an effect on children, because if they're taught good morals and so forth, I believe that they can grow up and watch bad shows and it shouldn't have any effect on them because they've been taught well throughout their family. In, whereas, they've been trying to have schoolteachers teach morals in school, I think it's not really the school's place to teach morals. I think it's a home-based issue where morals and values should be taught. And I think that the best way to address the issue would be through family-and home-based solution.

Mr. **Greenwood**. Thank you, sir. And if I can offer an editorial opinion; the gentleman's words are well made and well taken. I think part of the struggle for this committee is what to do with the kids who come from families where those values are not taught at home and where society takes over.

Yes, sir?

Mr. **Gaskin**. Okay. Listening to all of these comments, one fact remains, is that juvenile crime is a problem and it has to be faced by Congress, by the American people, to try to find the solution. But as we look at the problem, we see that it's not really one certain rite, or one cause of it. There's many types of the causes. We see that many states have identified links on juvenile crime to poverty to media and the violence, guns at home, the lack of morals in the home. And I think what has to be done is, you know, there can be initiatives made by Congress that, you know, focuses on juvenile crime, but there has to be, you know, in my opinion, there has to be other factors. I mean, poverty has to be also looked at, too, and that has to be addressed. There, you know, handgun laws or assault weapon laws also have to be enforced better. Media and the violence has to be enforced. And I don't know if Congress can do all of those at once, but I think in order to solve the juvenile crime problem, they have to be addressed all at one time to get the solution.

Mr. **Greenwood**. Well, I thank both of you gentleman for your courage and your poise and, also, for showing us that there—you're typical of most American young people who are, in fact, well raised and composed of good values, and a reflection of what's good about our

school systems. You gentleman may be excused.

Mr. **Gaskin**. All right. Thanks a lot for the opportunity.

Mr. **Greenwood**. I thank all the members for your participation.

If you gentleman would give your names to the clerk, that would be helpful. Thank all the members for—

Mr. **Payne**. I think there's a lady that would like to speak there. This little girl in the—

Mr. **Greenwood**. Oh, we have some additional witnesses.

Mr. **Payne**. I wouldn't want anyone to think you were disregarding the ladies—

[Laughter.]

I mean that's not your nature, I know.

[Laughter.]

Mr. **Greenwood**. I'm the father of two daughters. I have learned to not to disregard females.

[Laughter.]

STATEMENT OF ORIANA HAIR, MEMBER OF THE AUDIENCE FROM ALBANY, CALIFORNIA; ACCOMPANIED BY MARISA GREENBERG, MEMBER OF THE AUDIENCE FROM ALBANY, CALIFORNIA; BRIDGET McNICHOLAS, MEMBER OF THE AUDIENCE FROM CHICAGO, ILLINOIS, AND SETH FARNSWORTH, MEMBER OF THE AUDIENCE FROM MOORECROFT, WYOMING

Ms. **Hair**. Thank you. My name is Oriana Hair, and I'm from Albany, California, which is a small town outside of Berkeley.

Ms. **Greenberg**. I'm Marisa Greenberg, and I'm from Albany, also.

Ms. **McNicholas**. Hi, my name is Bridget McNicholas, and I'm from Chicago, Illinois. I'm a junior at the University of Notre Dame.

Mr. **Farnsworth**. I'm Seth Farnsworth and also from Moorecroft, Wyoming, like the other two.

Mr. **Greenwood**. Okay. Why don't we start with the young lady on the far right?

Ms. **McNicholas**. First of all, I just wanted to thank you and commend you on the importance you're placing on the spiritual and moral development of children and that the importance that spiritual and moral development plays in violence prevention. And, I just want to say that I probably come from not a typical family because my mom's a social worker and my dad's an attorney and they both do divorce mediation. Well, they mediate together. And, so much of what I've grown up with is my parents teaching us proper ways of communicating and—because that's what they do for a living—and proper conflict resolution.

And, as I get older, I can see with my friends and with other people I'm involved with in the community service I do at Notre Dame, that people don't know how to communicate with each other a lot of times. And what is mild for them at home or from adults is what they learn and what—and that is how they act. And so I think it's very important that emphasis be placed on parenting classes and parenting skills and teaching parents how to resolve conflict in the home, because so much of what young people see and learn is what their parents teach them. So, I think that's really—importance should be placed on that, on the parenting.

Ms. **Greenberg**. I was listening earlier and a lot—someone said that morals should be taught in school, but who's to say that the teachers' morals are going to be what should be taught? And I also think that—you know—it should come from the home, but if it's not, then like myself, personally, I found it from a coach or—you know—someone outside of the home who taught me—you know—what I should, well not what I should, but what she thought. And I respected her views, and so I learned a lot of my opinions from her. And so, who's to say that my teacher's going to have the same opinion?

And also, that a lot of—there's also an emphasis on kids hiding what happens at school and—you know—they saw the gun but they didn't say anything. There's was a drive-by at my school. It's a very small school—900 kids. There was a drive-by and nobody reported it for three weeks because they didn't want people to know what was going on. And the administrators didn't know about it, the staff didn't know about it, the kids—a lot of the kids didn't know about it. I was at work and a teacher came up to me and said, "Hey, do you know what happened with this? Because, you know, nobody's releasing any details to us, and we don't know." And then it all came out, but who's to say—you know—why they didn't tell. And then—okay, go.

Ms. **Hair**. I think the problem is seeded in the home, but you can't solve everything in one place, and it needs to be taken on by the public schools. And I've seen great, great strides taken in peer mediation where students, themselves, are taught how to deal with talking to other students and deal with their emotions, and I find that's a really great program.

Mr. **Greenwood**. Thank you. Yes, sir?

Mr. **Farnsworth**. I also think it goes back to the home and the idea of appeasement and giving in to a child's demands, and it starts at a young age. And then the child begins to be more and more self-centered on themselves instead of other people and thinking more about themselves instead of their peers and the rest of the people around them. And then, when something bad

happens to them in a more public place where their parents or guardians aren't there to appease them or give them what they want, then they take their actions out on their peers or people around them. And that's why, I think, that it goes back to the home, but you can't fix every home in America, so you have to also bring it into schools and make it as public as possible.

Thank you.

Mr. **Greenwood**. Well, thank the four of you for your very valued testimony. We appreciate your willingness to do that. Thank you.

Again, thank the members of the panel for your participation. This is a profound issue. We are not going to walk away from it this afternoon. We will return to this issue and look forward to working with other members of this committee towards developing some solutions. Thank you.

SEE APPENDIX E -- WRITTEN STATEMENT OF CONGRESSMAN MARTINEZ FROM THE STATE OF CALIFORNIA

This Committee meeting is adjourned.

[Whereupon, at 4:30 P.M., the Subcommittee adjourned subject to the call of the Chair.]

APPENDIX A -- WRITTEN STATEMENT OF RON STEPHENS, EXECUTIVE DIRECTOR, NATIONAL SCHOOL SAFETY CENTER

Statement of Dr. Ronald D. Stephens
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SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES
COMMITTEE ON EDUCATION AND THE WORKFORCE
UNITED STATES HOUSE OF REPRESENTATIVES

HEARING ON UNDERSTANDING VIOLENT CHILDREN
Tuesday April 28, 1998
Rayburn House Office Building, Room 2175
Washington, DC

(49)

Youth Violence: Coming Soon to a School Near You

Recent reports from the US Departments of Justice and Education reflect a slight reduction in school crime, but try to explain this to parents in Jonesboro, Arkansas; Pearl, Mississippi; Paducah, Kentucky; or to citizens and parents in Edinboro, Pennsylvania who experienced the killing of a teacher, along with the wounding of another teacher and two students this past weekend. Since 1992, there have been 211 violent-associated school deaths that we can document. The incidents are just as likely to occur in rural and suburban America as they are in the inner city.. We are all still reeling from the recent shocking reminder in Jonesboro, Arkansas, that violent juvenile crimes -- even when they invade only 10 percent of our nation's schools -- are symptoms of danger and dysfunction that must not be ignored.

It should not require an act of courage for parents to send their children to school. Although the incidence of crime and violence may have declined slightly, the severity of those incidents continues to escalate. Fistfights and fire drills in schools have been replaced by gun fights and crisis drills. Violence is no respecter of persons, geography, class, color or ethnic origin. And it can happen anywhere. While the average American can no doubt name the five largest urban metroplexes in the country where violence often occurs, who could predict that it would galvanize towns such as Grayson, Olathe, Blackville, Lynnville, Moses Lake, Bethel, Jonesboro, Pearl, West Paducah and now Edinboro?

For the most part, violence does not begin in schools. It walks onto school premises from the neighborhood. It enters the school doors with students, educators, visitors, volunteers and predators and sometimes even campus supervisors. Violence evades metal detectors, counselors and teachers because fear, anger, hopelessness, longing, and frustration are carried invisibly in hearts and minds. Whatever the source of that violence, whether from the home, the community or elsewhere, the effects of violence on learning are so destructive that educators are placing school security on the education agenda out of self-defense and necessity. Teachers can't teach and students can't learn in an environment of intimidation and fear.

Despite our best intentions, school safety cannot be legislated. It must be grown and developed from within. True crime prevention begins with heartware, not hardware. It is supported with positive attitudes and actions, which promote the safety, success and well-being of all children. Thus, it behooves us to eliminate those aspects of American life that conspire to rob all too many children, youth, parents, workers and citizens in general of their energy, hope and desire to learn and succeed.

Understanding Youth Violence

Before we can identify the causes of youth violence, we must first examine its pervasiveness and the scope of the school violence problem. One out of twelve young people who stay away from school do so because of fear. This is a national tragedy.

A 1994 study produced by Metropolitan Life Insurance indicated that one in four students and one in nine teachers are annually attacked in schools.

According to "Violence and Discipline Problems in U.S. Public Schools: 1996-97," a study by

the National Center for Education Statistics. 10 percent of all public schools experienced one or more serious violent crimes (i.e., murder, rape or other sexual battery, suicide, physical attack or fight with a weapon, or robbery) that were reported to police or other law enforcement officials during the 1996-97 school year.

According to the U.S. Department of Justice's report, "Juvenile Offenders and Victims: 1997 Update on Violence," the rate of violent victimization of juveniles (ages 12 through 17) was nearly three times that of adults in 1994. In 1995, 10 percent of high school students said they had carried a weapon to school in the 30 days preceding the survey.

According to the Federal Interagency Forum on Child and Family Statistics' "America's Children: Key National Indicators of Well-Being," in 1994, almost 2.6 million youth ages 12 to 17 were victims of violent crimes.

The U.S. Department of Justice's "Juvenile Arrests 1995" summarizes arrest statistics of juveniles. Findings are derived from data reported to the FBI's Uniform Crime Reporting Program. In 1995, juveniles were involved in 32 percent of all robbery arrests; 23 percent of all weapons arrests; 15 percent of all murder and aggravated assault arrests; and 13 percent of all drug arrests.

The Public Agenda's *Getting By: What American Teenagers Really Think About Their Schools*, the results of a fall 1996 random telephone survey of 1,300 high school students nationwide revealed that 48 percent of public school students said that drugs and violence are serious problems in their schools.

Causes of youth violence

Understanding youth violence is a complex issue which is affected by a wide variety of social, economic, political and individual factors.

In a cooperative study involving the National School Safety Center and the Centers for Disease Control, an analysis was made of "School Associated Violent Deaths" during the 1992 to 1994 school years. Specific common factors were identified among perpetrators:

- 40 percent had a past background of criminal misbehavior;
- 24 percent had been previously involved with substance abuse;
- 35 percent were involved in gangs; and
- 70 percent had previously brought a weapon to school.

Since July of 1992, the National School Safety Center has identified 211 school-associated violent deaths, most of which involved intention to cause personal injury. Using these factors and percentages, consider this:

- If 40 percent of the perpetrators had a criminal background, the inverse of this data is that 60 percent did not;
- If 35 percent were gang-involved, the inverse suggests that 65 percent were not;
- If 24 percent were drug-involved, the inverse suggests that 76 percent were not.

The data suggests that even with all we know, what we don't know is greater than what we do

know. This suggests that there are many other factors that influence the development of youth violence.

Researchers and youth-serving professionals have identified many risk factors which contribute to violence. Perhaps the top two such factors are a history of victimization and perceptions of isolation.

Past victimization. Research involving schoolyard bullies reflects that about 80 percent of bullies were first victims of bullies — in the form of parents, peers, siblings or others. Many victims become perpetrators of crime in response to their own experiences with ridicule, physical punishment, torment and abuse. The combination of being both a victim and a perpetrator makes it more difficult to understand and sort through the causes of violent behavior. The way youngsters are treated by parents is perhaps the most influential predictor of child behavior. Most psychologists agree that bullying and aggression are learned behaviors. If they are learned, the implication is that they can be unlearned.

Youngsters who feel isolated, neglected, ignored and ridiculed. This factor itself is complicated. Some suggested causes of perceptions of isolation and neglect include:

- economic deprivation that distances children and youth from peers who have advantages and comforts they lack;
- lack of growth and enrichment activities such as conversation with family members, childhood reading experiences, exposure to social activities with family members and friends, pre-school classes;
- lack of nurturing role models and persons who can serve as caring supervisors, mentors or advocates;
- youngsters' perceptions that they are not understood and not appreciated;
- conflicts and isolation perceived due to differences among the culture of the family and varieties of cultures in the school or larger community;
- family disorganization and lack of meaningful rituals (for example, shared mealtimes, birthday celebrations and family outings)

Other causes of violence in youth include:

A background of misconduct and trouble at home, at school and with the law. One of the best predictors of future behavior is past behavior. Youngsters who begin at home to act out, withdraw, bully others and evidence impaired attention spans reveal potential indicators of future trouble. Such children are candidates for immediate and early intervention. Consequently, prevention and early intervention activities and programs through churches, social services agencies and schools can go far to ensure that disruptive, delinquent behavior does not become ingrained.

It is critical to guide children through positive role modeling, encourage them through positive mentoring, and help them achieve success through supervision and support.

Social skills deficit disorder.
A common pattern among perpetrators is a social skills deficit disorder, which is often

characterized by rage, defiance, thoughtlessness, detachment and nonconnectivity. Often these youngsters feel powerless and hopeless; but with a gun, they feel powerful and in control. Several new terms have been developed over the years to describe these kinds of individuals, including ADHD (attention deficit hyperactive disorder), ODD (oppositional defiant disorder) and IED (Intermitted Explosive Disorder). Whatever the label, the result of disruptive, delinquent behavior is unacceptable.

School failure. School failure is a significant predictor of later offending. Because such failure is a consistent predictor or correlate of violent behavior, it may be useful to identify children who are at risk of school failure due to living in high-risk, economically deprived neighborhoods. Such children must be targeted for preschool intellectual enrichment programs, which have correlated positively with reductions among at-risk children in school failure and later offending.

Alcohol and other drugs. Use of alcohol and other drugs tends to diminish inhibitions and lower an individual's threshold for violence. School administrators across the country are looking for ways to identify early the potential for violence. For instance, Carmel High School in Indiana mandates a drug test when a youngster is suspended or expelled from school for an infraction. Early results have shown that 40 percent of students tested because of fighting tested positive for illegal substances. 42 percent of students violating the tobacco policy also tested positive for illegal substances. The good news about Carmel High's testing program is that after the testing, 64 percent of all students who tested positive for an illegal substance received treatment.

Gang involvement and gang violence. Involvement in gangs is a vicious cycle of intimidation, violence and retaliation masquerading as "belonging" and taking part in peer rituals. A sample study of 1,000 youth reported in the November/December 1997 issue of *Juvenile Offender* reveals that adolescents who join street gangs are more involved in delinquent acts than are adolescents who are not gang-involved. Gang members were responsible for 65 percent of general delinquency, 86 percent of serious crime, 60 percent of public disorder, 70 percent of drug sales, 63 percent of alcohol abuse and 61 percent of drug use. In addition, gang members often escalate violence through their rivalries and retaliation activities. In several of the major school shootings, individuals were gang-involved or negatively influenced by peer groups. For instance, in Pearl, Mississippi, the perpetrator was a member of satanic cult; in Bethel, Alaska, and Lynneville, Tennessee, the shooters were influenced by other students.

Prejudice and discrimination. Emphasis on differences, along with acts of bigotry based on differences, has perhaps done more to fuel gang membership and involvement than anything else in American society. The way others are treated, particularly newcomers, has a great deal to do with the alliances and affiliations that are formed. However, prejudice and discrimination are pervasive in society at large, not simply instrumental in encouraging the formation of gangs or other social groups. Inbred fear, hate and discrimination are often imperceptibly passed from one generation to another without any defensible justification or understanding.

Violence publicized in the media and sports. Violence is woven throughout our culture in movies, sports and the media. Our societal attraction to violence is exhibited in our crime rates and in the media. Such publicity has a significant effect on stimulating youth violence. Young

people tend to become what they see and what they experience. The United States has one of the highest rates of interpersonal violence among all nations of the world. In addition, the United States has the highest homicide rate of any Western industrialized society.

When it comes to the media, the theme seems to be "if it bleeds, it leads." There is a tendency to showcase the most violent acts in daily news reports. Oftentimes fights at school are not reported unless there is a serious injury. Even video and arcade games have taken on a deadly and violent character. The marketing language tells the story. We've gone from "Mortal Combat" to "Mortal Combat II" to ultimate annihilation and even worse. The way we die says so much about the way we live. Death review boards across the country have observed that now when youngsters kill each other, it is often not simply a single shot that brings death to the victim, but multiple shots to the head, chest or groin, reflecting not simply violence, but raging violence.

Easy availability of guns. Despite the argument that people kill, guns don't, the easy accessibility of weapons to young people in this country is staggering.

- A 1993 study of juvenile possession of firearms drawn from questionnaire volunteer responses of 835 male serious offenders in 6 juvenile correctional facilities in 4 states and 758 male students in 10 inner-city schools near those facilities revealed:
    - 83 percent of inmates and 22 percent of the students had possessed guns;
    - 55 percent of inmates carried guns all or most of the time in the year or two before being incarcerated: 12 percent of the students did so, with another 23 percent carrying guns now and then.
    - When asked how they would get a gun, 45 percent of the inmates and 53 percent of the students would "borrow" one from family or friends; 54 percent of the inmates and 37 percent of the students said they would get one "off the street."

- A Harvard School of Public Health survey in 1993 revealed that of the 2,508 students surveyed (in 96 public and private elementary, middle and senior high schools, grades 6 through 12), 59 percent said that they could get a handgun if they wanted one. Two or three who knew where to get a handgun said that they could get one within a 24-hour period.

In the old days, when fistfights were the way to settle arguments, young people would walk away with a few bruises or black eyes. Today, however, with guns it is about body counts, not bruises. We have transitioned from the single shot zip guns to the six shooter to semi-automatic weapons. There seems to be a tendency to see how much more violent the next school-associated violent death can be.

Absence of responsible adult supervision. Despite all of the high-tech strategies including — camera surveillance, metal detectors, motion sensors and access control systems — still the single most effective strategy for preventing youth violence is the physical presence of a responsible adult in the immediate vicinity.

The above are just a few of the causes associated with violent juvenile behavior. We must develop recommendations for actions that parents, educators and students themselves must take to eliminate this threat to the education and development of skilled, knowledgeable, socially responsible citizens.

What can be done?

Teachers are so frustrated about school safety that such issues are now becoming part of their collective bargaining agreements. Emerging components of collective bargaining agreements include recommendations such as the following:

- zero tolerance policy, applicable to all students, for assaults or any weapons or dangerous devices capable of producing bodily harm;
- expulsion of students who repeatedly engage in actions resulting in serious violations;
- cooperative problem-solving to develop improved security procedures involving teachers and school staff;
- automatic and immediate expulsion for assaults on educators;
- requirement for students expelled for violent behavior to successfully complete a behavior modification program prior to school readmittance;
- reassignment to another school for students who have assaulted an educational employee (Receiving schools will be given all information available concerning assaultive students.);
- immediate investigation of allegations of assault or weapons possession followed by prompt and reasonable action to protect all parties;
- prompt reporting to appropriate school security or police personnel of incidents of assault or weapons possession;
- prioritizing the establishment of area safety and security before providing emergency treatment;
- requirement for school district to file criminal charges against any student or any patron found to be on school premises under the influence of drugs and or alcohol (School district will support any employee who chooses to file such criminal civil charges.);
- annual evaluation of hearing officers for student due process hearings;
- school district authorization for employees to use force to prevent injury to self or another;
- requirement for school district to train all employees to deal with threatening students in a non threatening manner;
- requirement for the school district to continue payment of an employee's salary without charging sick leave when employee has been injured due to school violence;
- requirement for school district to provide leave with pay for one week for any educator assaulted by a student or patron, whether or not the employee has been injured;
- requirement for school district to pay any legal fees incurred in holding students and parents liable for damages; and
- requirement for school district to provide leave with pay if the employee is injured as a result of school violence.

What Congress Can Do

What can be done at the federal level to mediate against causes of youth violence such as those I have outlined?

1. **Place school safety on the national agenda.**

2. **Permanently fund the National School Safety Center:**
   - **to serve as a central resource for model programs;**
   - **to provide training and technical assistance; and**
   - **to provide national leadership as a catalyst for promoting and preserving school safety.**

The National School Safety Center is the nation's leading school crime prevention resource and brings with it a wealth of resources and experience. Funding for this much-needed program has expired.

3. **Continue to provide grant funds for research and evaluation of violence prevention programs and strategies.**

4. **Fund rigorous longitudinal studies of populations of at-risk children and youth to identify causal factors influencing youth violence and to identify protective factors that demonstrate effective prevention/intervention results.**

5. **Encourage state legislation which focuses on:**
   - **comprehensive safe school legislation;**
   - **improved information sharing;**
   - **expanded alternative school programs for troubled youth;**
   - **expanded after-school programs for children and youth;**
   - **youth community service and involvement through volunteering;**
   - **development of truancy prevention/intervention programs;**
   - **interagency cooperation and collaboration; and**
   - **encouragement of teacher training in school violence prevention.**

Action at the local level

This nation's educational system has its foundation at the local level. Education is a federal concern, a state function and a local responsibility. Assigning such responsibility to parents, students, educators and other citizens closest to the need for schooling is both appropriate and demanding. There is much to do in carrying out the educational mission of the schools and in preserving schools as safe havens for learning. The following list details ways in which school administrators, law enforcers, parents, students and local citizens can promote the educational mission of schools and preserve schools as safe havens in which children can learn and develop their skills as successful, socially responsible citizens.

No. 1: Place school safety on the top of the educational agenda on each campus and within the community.

School administrators tend to get not only what they expect and deserve, but also what they measure. When the district makes a conscious decision that safe and welcoming schools are a high priority and measures its progress by assessing aspects of school safety, that commitment provides the basis for the development of strategies to achieve this goal. Placing school safety on the educational agenda is a mandatory first step toward safer and better schools.

No. 2: Develop a comprehensive systemwide safe schools plan.
A districtwide safe schools plan should be established, complemented by a safe schools plan for each school site. These plans benefit from the collaborative input of parents, students, educators, law enforcers, the courts, probation and social service personnel, and religious, corporate, and other community leaders who represent the racial and ethnic balance of the community. Safe school planning requires vigorous, ongoing interagency support. Community and corporate partnerships should not focus merely on security and supervision but also on education. Plans should be annually updated and broadly disseminated to students, parents and staff.

No. 3: Amplify the mission statement.
The school's mission statement should reflect the context in which the school and district wishes academic learning to take place. For instance, the phrase "To learn in a safe and secure environment free of violence, drugs, and fear" enhances the school's legal position to create and enforce policies promoting a safe, caring and disciplined school climate. A statement of this nature can markedly increase the validity and credibility of the district's efforts to create and preserve a safe environment.

No. 4: Enhance multicultural understanding.
Stress the unique worth of every person. Polarization among student groups and the rise in gang activity indicate a need to develop educational programs that bring students together and focus on cultural competence and cooperation, not merely tolerance.

No. 5: Ban forms of nonphysical intimidation.
"Hard looks," "stare downs," "mad-dogging" and "mean-mugging" should be added as actionable offenses to the student code of conduct. Such threatening behavior should not be tolerated. Psychological intimidation can be as damaging as physical assaults.

No. 6: Create an active student component.
Students should be involved in their own safety and in safety planning. Consult with students on safety strategies and recommendations. Devise a life skills curriculum that focuses on good decision-making, responsible citizenship and conflict resolution. School violence is the tangible expression of unresolved conflict. If we can help children and youth identify and implement constructive conflict resolution techniques, our campuses can be made much safer. A curriculum that emphasizes courtesy and thoughtfulness will contribute toward this goal. Involve students in planning and managing student events, campus beautification and crime reporting. Encourage students to report any suspicious individuals on school grounds. Provide students and staff with a toll-free, anonymous hotline for reporting weapons offenses and other criminal activity. Student participation promotes responsible student development and maturity, enabling students to be part of the solution rather than being perceived only as part of the problem.

No. 7: Implement a peer counseling and peer mediation program.
Students represent one of the best agents for promoting and maintaining a safe campus. An effective peer counseling program can head off many problems before they reach explosive levels. Students trained as peer counselors can serve as influential resources for nonviolent problem solving.

No. 8: Make the campus welcoming.
School safety leadership begins at the top. Unquestionably, the best principals know their students and spend much of their time outside their offices. Staying in touch cannot be accomplished in a cloistered office. The way the day begins affects the climate of the entire day. Greeting students at the front door, being present in the hall during class changes, visiting classrooms and participation in special events is crucial.

No. 9: Establish an engaging system of extracurricular programs and services.
Without positive and challenging activities, students tend to fill the void with negative activities. A safe school provides students with several options before, during and after school. Schools must work with the community's local recreation department, social services agencies and youth and civic groups to ensure that children and youth and their families have a safety net of agencies, advocates and services available to them.

No. 10: Develop and enforce a school dress code.
Students and staff tend to behave the way they are allowed to dress. Establish a districtwide dress code policy that sets specific and unambiguous appearance standards for both students and staff. Gang attire should be prohibited, and dress code expectations should be consistently enforced. Contradictory policies and procedures and inconsistent enforcement by staff send mixed messages to students. School staff should serve as role models for students. Involve students and parents in developing appearance standards. Students and parents will support and preserve what they help create.

No. 11: Ensure that behavior expectations are clearly communicated, consistently enforced and fairly applied.
School policies should reflect behavior expectations outlined in federal, state, county and local statutes or ordinances. Review the student and teacher handbooks and place students, parents and staff on notice. Require that students and parents provide written acknowledgment that they have received and read the student behavior code.

No. 12: Carefully screen and select new employees.
One key decision parents and communities make involves deciding who will teach, train, coach, counsel and lead their children. Keeping child molesters and pedophiles out of classrooms, schools and youth-serving organizations is a major task. Responsible parenting and thoughtful leadership on the part of schools and other youth-serving agencies should provide enough reasons to establish appropriate safeguards for keeping child molesters away from children. Increasing litigation against school systems and child-care providers has created a financial reason to conduct appropriate background checks to protect the safety of children. Some school systems and youth-service organizations already have faced multimillion-dollar lawsuits for their failure to appropriately screen, properly supervise and/or remove employees who may present risks to children. Every school system should have clear policy guidelines and procedures to weed out individuals with criminal backgrounds of misbehavior involving children. Any record-screening program must consider the rights of privacy and due process as well as the right to a hearing when disqualification is involved. But the screening program also must balance these rights against the rights of the children who will be served by the individual.

No. 13: Create a climate of ownership and school pride.
Campus pride begins with a clean and orderly school. School maintenance efforts may also include the development of a graffiti abatement and community clean-up program. School officials should also work with police and community leaders to ensure the walk to and from school is crime-free and nonthreatening. Together they can work on ways to shut down drug houses and stop illegal group activities in school neighborhoods. The local U.S. attorney and city and county officials represent some excellent resources to cultivate. Their support is critical to abate gangs, drug activity and graffiti.

No. 14: Provide adequate adult supervision.
Young people need continuous responsible supervision. This may include teachers, administrators, parents, campus supervisors, or law enforcement officers. By all means, do not forget senior citizens. Like many young people, many senior citizens with talents and are looking for something to do. Recent studies show that most young people believe adults play a major role in counseling and encouraging kids toward nonviolence.

No. 15: Identify specifically assigned roles and responsibilities.
Policies and procedures that detail staff members' and parent-volunteers' responsibilities for security should be developed. These responsibilities may include monitoring hallways and restrooms, patrolling parking lots, and providing supervision at before-school and after-school activities.

No. 16: Mandate crime reporting and tracking.
A uniform school crime-reporting and record-keeping system is critical to maintaining a safe, secure campus. When administrators know what crimes are being committed on their campuses, when and where the crimes are committed and who is involved, appropriate supervision can be implemented. In addition, school leaders must analyze crime data to determine whether linkages exist among criminal activities on campus.

No. 17: Identify and track repeat offenders.
Most school crime problems are caused by a small percentage of students. To discourage their continued misbehavior and criminal acts, school leaders should track, monitor and closely supervise these youngsters.

No. 18: Maintain close supervision and ensure remedial training for offenders.
Troublemakers should not be rewarded with more time off from school or lighter class schedules. Their training and supervision should be intensified. Consider the following actions when planning close supervision: Place such students with experienced teachers; develop individual behavior and education plans; assign a specific counselor to each student; and assign these students to lockers in areas that are clearly visible and easily supervised. Create a local network of resources and youth-serving referral agencies in your community.

No. 19: Expand alternative placement options for troubled youth.
Youngsters who have committed weapons violations and other serious disruptions should be removed from the mainstream educational setting and relocated to an in-school suspension program or alternate education site within the district where closer supervision and greater

structure are provided.

No. 20: Consider placing a probation officer on campus.
Probation officers can provide additional intensive supervision for students on probation who attend school. Exercising such an option can complement the efforts of student personnel staff, who then can invest more time reinforcing positive behavior among all students, rather than simply disciplining troublemakers.

No. 21: Require restitution and community service for all juvenile offenders.
Work with the presiding juvenile judge, the chief probation officer, and community or government leaders to establish a community service and restitution program at the school. Individuals involved in vandalism and malicious mischief should have positive means of making amends to society for their offenses.

No. 22: Control campus access.
Parking lots and school buildings with multiple entrances and exits maximize the potential for vandalism and defacement of vehicles and school property. Continuing efforts should be made to minimize the number of campus entrance and exit points used daily. Access points to school grounds should be supervised regularly by individuals familiar with the student body. Campus traffic, both pedestrian and vehicular, should flow through areas that can be easily and naturally supervised. Delivery entrances used by vendors also should be checked regularly. Perimeter fencing should also be considered as a means of restricting access to campus.

No. 23: Establish uniform screening procedures to monitor visitors and potential campus intruders.
Signs directing persons to the office should be placed in strategic, visible locations and should be large enough to attract visitors' notice. Visitors should be required to sign in at the school office, state their specific school business, and be required to visibly display a visitor's badge. All school employees should be trained to courteously challenge unidentified persons and direct them to the main office. "May I help you?" is a kind, nonthreatening way to begin.

No. 24: Require picture identification cards for each student and staff member.
A school administrator is responsible not only for keeping students away from trouble, but also for keeping trouble away from students. Being able to distinguish enrolled students from nonstudents and guests is critical. An effective picture identification system enhances the control and management of the campus. Authorized parent volunteers and school visitors also should display clearly identifiable badges or name tags.

No. 25: Articulate a clearly defined locker policy.
The locker policy at each school should appropriately reflect the district's custodial interest. Students and parents should be notified that the lockers are school property. Students should be advised in the student handbook that lockers "and their contents" may be searched at any time for reasons of health and safety. Distributing district-owned locks to students or requiring that students use only locks for which the school has combinations will further enhance the school's custodial position in conducting routine locker checks.

No. 26: Disseminate a summary of laws pertaining to school disorder.
The summary should be drafted by the district's legal counsel and disseminated through the director of security to all site administrators and security personnel to ensure consistency of student supervision and management.

No. 27: Review discipline and weapons possession policies.
Ensure that policies attack the problem, and not simply the symptoms. Clearly distinguish between disciplinary matters and criminal offenses. Identify top discipline problems and then establish a task force of students, teachers, administrators and parents to review and/or develop effective strategies and programs that promote a safe and secure campus.

No. 28: Establish a crisis response plan.
Many problems can be avoided through responsible planning. However, sometimes a crisis is unavoidable. A good crisis plan focuses on crisis prevention, preparation, management and resolution. It also identifies community resources that serve students. The crisis response plan should include step-by-step procedures for crisis situations.

No. 29: Establish an emergency communications center.
Use the latest technology to enable site administrators to make immediate contact with teachers and school safety personnel. A school communications network should link classrooms and schoolyard supervisors with the front office or security staff, as well as with local law enforcement and fire departments. At least one radio with cellular phone capability should be available on campus for emergencies. Detention classrooms or facilities for behaviorally disruptive students also should have emergency call buttons. A fully computerized public safety emergency frequency is recommended.

No. 30: Promote crime prevention through environmental design.
Trim or remove shrubbery that interferes with natural surveillance. Provide maximum supervision in heavy traffic areas. Provide strategically located public telephones with dial-free connections to emergency services. Relocate safe activities near typical trouble spots. For instance, consider relocating a counselor's office near a corridor or locker bay where problems have occurred. Conduct ticket sales or concession activities in or near problem areas. Eliminate obstacles such as trash cans and architectural barriers that block or impede traffic flow as well as supervision and surveillance. Use parabolic/convex mirrors in stairwells and locations that require improved supervision. Replace double-entry restroom doors with an open zigzag design to better monitor behavior in restroom areas. Use automatic flush valves and automatic water faucets to reduce vandalism and control water consumption.

No. 31: Remove posters from all windows.
Posters and construction paper covering windows block natural supervision. Unless glaring sun or the need for privacy mandates the covering of windows, they should be left clear to enhance supervision.

No. 32: Use current technologies that promote crime prevention.
A host of options exists relative to access control, property identification and supervision. For example, consider electromagnetic door locking systems. Proper control strategies such as

microdot systems, surveillance cameras for difficult-to-supervise public areas and other high-tech strategies may be appropriate.

No. 33: Limit opportunities to transport and store contraband.
School systems have put in place crime prevention policies that include: allowing only clear plastic or mesh book bags, or no book bags at all; eliminating lockers; establishing a coat check area for oversized articles of clothing capable of shielding weapons; and providing students with two sets of textbooks, one for home and one for school, to eliminate the need for book bags and to reduce the time for class changes.

No. 34: Stress that campus parking is a privilege, not a right.
The parking policy should emphasize that when students drive their vehicles on school property, they agree to abide by campus rules and to having their vehicles searched. Diminishing the privacy expectation can deter the presence of contraband or weapons. The policy also enhances the district's position for legal action relative to search and seizure.

No. 35: Enhance interagency cooperation among youth-serving professionals.
Creating safe schools is a community function. Schools cannot accomplish this task alone. Safe schools actively cooperate with community agencies. Campus security operations should be coordinated with local law enforcement agencies. Include law enforcers in your curriculum, supervision and crisis planning. Community support agencies such as county mental health, child protective services, department of parks and recreation, juvenile probation and the courts together must identify students who are potentially dangerous and provide services to preclude juvenile offenders from causing further problems. These agencies must also provide services that assist in troubled students' educational and personal development.

No. 36: Consistently enforce the information-sharing agreements.
At least once annually, school administrators should review their information-sharing agreements to ensure they comply with federal and state laws and to ensure school administrators and staff are doing everything possible to share such information with those who have a legitimate need to know. Special follow-up should be given by the court to ensure that court orders and other information-sharing agreements among agencies comply with court guidelines. The student record policy should state that student records may be shared with any teacher, staff member or youth-serving professional who has a legitimate need to know.

No. 37: Establish a parent/volunteer center on each campus.
The center can recruit, coordinate and encourage parents to participate in the educational process. Possible activities include helping supervise hallways, playgrounds, restrooms or other trouble spots. Classroom visits and participation in special events is encouraged. A special training program that outlines expectations and responsibilities for parents in volunteer roles can be particularly helpful. School crime decreases when responsible adult supervision is present.

No. 38: Conduct annual school safety training programs.
Prior to the start of each school year, training sessions should be held for all site administrators and security personnel to review school safety procedures. Staff should be regularly updated on safety plans through in-service training. The training should include certificated and classified

staff as well as part-time and substitute employees.

No. 39: Provide teacher training programs.
Special in-house training on student behavior management should be offered for teachers and administrators. Strategies that worked 20 years ago no longer may be effective. Teachers must develop coping skills and techniques for controlling classroom behavior and dealing with disruptive youth and angry parents.

No. 40: Conduct an annual review.
Every school should conduct an annual safety assessment of its safe school. The evaluation component is a continuing reality check and refinement of the safe school actions and attitudes that the school wishes to create and maintain. The assessment may reveal that additional steps should be taken to improve adult supervision, revise curricula, pass legislation, redesign facilities or establish new programs.

Conviction and Commitment
Well-educated, socially responsible citizens constitute this country's greatest strength. On the eve of the twenty-first century, we are called to act with conviction and pledge commitment from the highest levels of government to the most intimate circles of caring — our families. Citizens in partnership, we must guarantee that our children are educated in violence-free schools and communities.

Briefing Page
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What is the National School Safety Center (NSSC)?

The National School Safety Center is America's most definitive and focused national effort to promote a safe, welcoming and violence-free environment in our schools. School Safety is the top concern of parents nationwide. To meet national education objectives, schools must first be safe and free of intimidation and fear. NSSC accomplishes this task through its training and technical assistance activities.

How was NSSC established?

The National School Safety Center was created by presidential directive in 1984 to meet the growing need for additional training and preparation in the area of school crime and violence prevention. NSSC's charge is to help combat the incidence of crime so that schools can be free to focus on their primary job of educating our nation's children.

What does the Center do?

NSSC works with local school districts and communities in developing customized safe school training and planning programs. School districts facing major crises or specific school safety problems may call the Center for on-site technical assistance and training. Since NSSC's inception, more than 1,000 training programs have been conducted nationwide.

NSSC serves as a clearinghouse for current information on school safety issues, maintaining a resource center with more than 50,000 articles, publications and films.

The School Safety News Service, the definitive and most comprehensive source for school crime and violence prevention planning available, is published by NSSC. *School Safety*, the NSSC newsjournal published three times each year, focuses on specific issues relating to school safety and school violence prevention. *School Safety Update*, a newsletter published six times during the school year, provides monthly updates from around the country on the most critical issues facing our nation's schools and promising strategies to meet those issues.

In addition to producing books, resource papers and films on school safety related topics, the Center sponsors practicums and workshops in response to specific school safety issues. NSSC assembles groups of experts and practitioners together to develop new strategies and model policies to address school crime and violence problems.

Who receives its services?

NSSC's services and publications are used by school administrators, law enforcement, state and federal legislators, juvenile and family court judges, journalists and other youth-serving professionals. School safety is disseminated to 50,000 youth-serving professionals nationwide.

Why is its current support essential?

The work of creating safe schools is not yet complete. School safety is an ongoing process. As long as young people are compelled to attend school, we must provide a safe and secure environment.

Weapons, gangs and drugs continue to plague our nation's schools. Forty-three percent of our nation's 7-12 graders avoid restrooms because of fear. For the past five years, over 175 individuals have been violently killed at school. Fights, disruption and bullying continues unabated in many of the nation's 100,000+ schools. We must redouble our efforts towards school safety and remain focused on this critical mission.

NSSC is the only national organization fully dedicated to safe schools. NSSC provides the only nationally certified school safety leadership training program. NSSC is the definitive service in safe schools keeping abreast of top education issues and response strategies relating to safe schools. The educational experience, goodwill, productive capacity, networking contacts and successful track record of NSSC place the Center in the strongest and most strategic position to deliver its support to the safe schools' movement. NSSC is without peer and must be supported for the safety and well-being of all of America's children.

Updated 4-27-98

SCHOOL-ASSOCIATED VIOLENT DEATHS COUNT
JULY 1992 - PRESENT

In-House Report of the National School Safety Center
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Dr. Ronald D. Stephens, Executive Director

Definition: A school-associated violent death is any homicide, suicide, or weapons-related violent death in the United States in which the fatal injury occurred:
1) on the property of a functioning public, private or parochial elementary or secondary school, Kindergarten through grade 12, (including alternative schools);
2) on the way to or from regular sessions at such a school;
3) while person was attending or was on the way to or from an official school-sponsored event.
4) as obvious direct result of school incident/s, function/s or activities, whether on or off school bus/vehicle or school property

• Note: Not a scientific survey. Since information is taken from newspaper clipping services, it is possible that not all such clippings have reached the NSSC. Deaths listed in this document are corroborated by written accounts in NSSC files.

School year, 1992-93

NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
1.	7/2/92	Wilcox High School Santa Clara, CA	Mark Berkey, 18	Wilcox High School quadrangle	stabbed to death in the course of robbery of his friend's car
2.	9/21/92	South Shore High School Brooklyn, NY	Damion Ennis, 15	school hallway	stabbed with 4.5 inch dagger by classmate, Michael Bubb, 16, after argument about football game
3.	9/23/92	Miller High School Fontana, CA	Michael A. Arrellano, 15	at school	stabbed twice by 14-year-old (believed to be gang-related)
4.	9/30/92	Paramount High School Paramount, CA	Sheila Lorta, 16	crossing street in front of school on way to cheerleading practice	caught in gang gunfire; shot in the head
5.	10/6/92	Northbrook High School Houston, TX	Luis Mesa, 16	playground of Hollibrook Elementary School	gang fight; died from shotgun inflicted by Juan Diaz, 15
6.	10/12/92	Desert View High School Tucson, AZ	Oscar Daniel Lone, 16	school parking lot	shot with .22 by Antonio Redondo, 20, in a gang-related incident

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NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
7.	10/13/92	Jenner Elementary School Chicago, IL	Dantrell Davis, 7	across street from school while walking to school	shot in gang gunfire near home, across street from is school
8.	10/17/92	James Logan High School Union City, CA	Thomas E. Weinhofer, 41 (father of student)	across street from high school; waiting in car for daughter & wife attending band competition	stabbed by group of teens when he got out of car to stop youths from jumping on his car
9.	11/6/92	Berkner High School Richardson, TX	Sean Patrick Cooper, 17	near school outside his car after leaving school parking lot & accidentally following assailant's car	friend riding in car beaten; victim pulled from stopped car; shot in chest with shotgun; possibly gang-related
10.	11/10/92	Sherman Elementary School Chicago, IL	Willie Clayborn, 13	school classroom	accidentally shot self with .22 pistol while playing with gun from home
11.	11/13/92	Langham Creek High School Houston, TX	Rita Bertsch Wenzel, 39, Chair of Special Ed. Dept.;	at the school	gunned down by estranged husband
12.	11/13/92	Houston, TX	Steve Wenzel, 39, computer service engineer & estranged husband of Rita Wenzel	at the school	suicide; shot self after killing wife
13.	11/16/92	Fairfield High School Birmingham, AL	Michael Jackson, Jr., 16	on school campus after chase by 4 youths	shot in back of head after a chase by 4 youths trying to steal victim's athletic jacket
14.	11/20/92	Edward Tilden High School Chicago, IL	Delondyn Lawson, 15, (male)	school hallway outside 2nd floor science classroom	bystander to argument; shot in back by Joseph White, 15
15.	12/3/92	Woodson School Chicago, IL	Frederick Williams, 19 (lived across street from school)	school gymnasium	shot several times while playing basketball by 2 men who entered gym & shot victim & wounded another man
16.	12/10/92	Southwestern Middle School Deland, FL	Tereas Lacey, 14, (male)		fatally stabbed in fight after a youth athletic league basketball game by Franklin James Pickett, 20
17.	12/17/92	PS 15 Elementary School Brooklyn, NY	Patrick Daly, 48 principal at school for 24 years	in front of 30 Centre Mall in city housing project	shot with 9-mm semiautomatic in gang crossfire while seeking 9-year-old student who left school after a fight

NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
1993					
18.	1/8/93	Pequea Valley High School Leola, PA	Timothy Stauffer, 17	school	accidentally shot with pistol by 15-year-old
19.	1/12/93	Norland High School Miami, FL	Conroy Robinson, 18	outside school; after school	shot repeatedly in chest & legs
20.	1/12/93	Anthony Junior-Senior High Anthony, TX	Raul Martinez, 16	standing by school locker	stabbed by Danny Corral, 14, who had objected to victim's long hair & boasted he would kill victim before day was ove
21.	1/13/93	William Orr Junior High Sch. Las Vegas, NE	Mark Nolan, 39, Las Vegas hotel security guard	school's empty ballfield	suicide;depressed over breakup of his marriage, he shot self through heart; 2 students discovered body
22.	1/15/93	Boston High School Boston, MA	Axel Reyes, 16	on subway on way home from school	shot in gang-related brawl
23.	1/18/93	East Carter High School Grayson, KY	Deanna McDavid, 48, teacher;	school classroom	teacher and custodian held hostage with class, then shot by student Scott Pennington,17, senior student.
24.	1/18/93	East Carter High School Grayson, KY	Marvin Hicks,51, custodian		
25.	1/21/93	Fairfax High School Los Angeles, CA	Demetrius Rice, 16	school classroom	shot by stray bullet from .357 Magnum that discharged in classmate's knapsack
26.	1/22/93	Mission Bay High School Mission Bay, CA	Michael Johnson, 15	in front of school	a bystander to gang fight, victim was stabbed with a screwdriver & a knife by Michael Aragon, 18
27.	1/28/93	Hoover High School San Diego, CA	Rafael Romo, 17 (st.,No.Prk.Summit Alt..Sch.)	across from school	stabbed in gang altercation
28.	2/1/93	Amityville High School Amityville, NY	Randel Artis, 17	at school outside guidance counselor's office	shot in stomach with .22 caliber, 9-shot handgun by Shem

McCoy, 17

NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
29.	2/1/93	Redmond Junior High School Redmond, WA	Jason Domenico, 14	on school grounds at 6:30 a.m.	suicide; shot self
30.	2/4/93	Mount Eden High School Hayward, CA	Anthony Lovos, 17	fleeing school in his car, during police chase	suicide: shot self in head during police chase
31.	2/4/93	North Clayton High School Clayton County, GA	James Holiday, 18, student at Benjamin E. Banneker High School	school parking lot where the 2 non-students were arguing as 40 students watched	shot once in chest by ex-North Clayton student Damion Sinkfield, 17, student at Clayton County Alternative School in Jonesboro
32.	2/8/93	Washington-Dix St. Acad. Washington, DC	Kenneth W. Jackson, 21, student	doorway to alternative high school	shot in apparent robbery
33.	2/8/93	Middle River School Middle River, MN	Eric Mefty, 14	school storeroom near school music room	suicide; shot self in head with 30-30 rifle he had brought to school
34.	2/18/93	Kimball High School Dallas, TX	Andrew Castillo, 17, student at school	shot while sitting in driver's seat of car outside school as waited for his 17-year-old girlfriend, Elizabeth Alvarez	shot with 9 mm semiautomatic handgun by Jesse Estrello, 21, former boyfriend of Castillo's girlfriend, also a student at the school
35.	2/22/93	Reseda High School Reseda, CA	Micheal Shean Ensley, 17	outside corridor of school	shot in chest by Robert Heard, 15; 2 students thought to be members of rival tagger gangs/groups; both transfer sts.
36.	2/24/93	Cleveland High School Reseda, CA	Rocio Delgado, 16 (female)	walking home from school (6 blocks from school)	shot; innocent bystander to gang confrontation
37.	2/24/93	Junior High School 25 New York, NY	Angel Jimenez, 15 (male)	school hallway	stabbed with 4" dagger by classmate John Rodriguez, 15, in a long-running feud over a pair of sun glasses
38.	2/26/93	Century High School Santa Ana, CA	Jose Luis Lopez, 17	driving to school, 2 blocks away	shot by revenge-seeking gang member Miguel Camarena, 19
39.	2/26/93	Gloucester High School Gloucester, MA	William Gross,15, sophomore	school cafeteria	suicide; shot in head with .22
40.	3/11/93	Southeastern High School Detroit, MI	Montae Rowser, 16	on city bus to school	shot in chest during argument on bus with 16-yr-old student from rival school

NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
41.	3/18/93	Harlem High School Harlem, GA	Rodricas Gibson, 15	school hallway	victim & friend shot by 15-yr-old 9th grader Edward Bryant Gillom in argument over Gillom's involvement with 14-yr-old girl
42.	3/25/93	Sumner High School St Louis, MO	Tony Hall, 17 (male)	hallway at school	shot in bsvk of head with pistol by ex-girlfriend Lawanda Jackson, 19
43.	3/26/93	Lamar High School Bryan, TX	Billy C. Williams, 16	school cafeteria (detention group)	stabbed in chest with a kitchen paring knife during a 5-student free-for-all argument about track meet the night before
44.	4/3/93	Grant High School Sacramento, CA	Vodrick Johnson, 16	while walking bicycles with friend along school baseball field	shot by youth with shotgun
45.	4/12/93	Dartmouth High School Dartmouth, MA	Jason Robinson, 16	in social studies classroom	stabbed with knife by Karter Reed, 16, & other intruders looking for classmate
46.	4/14/93	Nimitz High School Irving, TX	Jose Balderas, Jr., 17	while walking in school hallway with girlfriend	shot in back of head by Max Martinez, 17, over victim's insult of Martinez' girlfriend
47.	4/15/93	Ford Middle School Acushnet, MA	Carole Day, 51 (school nurse)	school hallway	shot in back with shotgun after being held hostage by David Taber, 42, who lived a few miles from school & had history of mental illness
48.	4/16/93	Grant High School Sacramento, CA	Fred Lawson, 43 (little league coach)	baseball game at school	shot in head by stray bullet
49.	4/16/93	Mount Tahoma High Sch. Tacoma, WA	Lourie Harding, 33 (father reported her despondent)	underneath a temporary school building closed during spring break	suicide; body discovered by passerby; shot in chest & holding .357 Magnum
50.	4/26/93	Millbrook High School Raleigh, NC	Bryan Greene, 16	school parking lot fistfight	shot through the heart by by Michael Edward Blanton, 20
51.	5/21/93	Boston High School Boston, MA	Telly Coleman, 15 (male)	leaving school subway station	shot twice as a bystander to student dispute

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NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
52.	5/22/93	Garrett Morgan School of Science Cleveland, OH	Andre Cooper, 14 (despondent over suspension for misbehavior)	2nd floor of school	suicide; jumped to his death from 2nd floor
53.	5/24/93	Upper Perkiomen High Sch. Red Hill, PA	Michael Swann, 16	school biology class	shot in head with 9-mm automatic by 15-yr-old Jason Michael Smith, who had been bullied by victim
54.	5/27/93	Nicholls High School New Orleans, LA	Gerald Dordain, 15	in schoolyard scuffle	shot 4 times with 9-mm pistol by student
55.	7/2/93	Greenwood High School Bowling Green, KY	Alan Travelstead, 18	at farm, after being told by school counselor to "take fight off [school] property"	shot in head by mentally ill John Wallace Gentry, 17

School year, 1993-94

1.	8/9/93	Lafayette Elem School Los Angeles, CA	Catherine Tucker, 46 (school crossing guard)	abducted from intersection where she worked near the elementary school	shot in head once during carjacking by Virgil Jason Clarke, 18, & 2 other teenagers
2.	8/31/93	Harper High School Atlanta, GA	Marcus Taylor, 15	school cafeteria	shot with .22 handgun by student with whom victim had been feuding
3.	9/2/93	Roosevelt High School Dallas, TX	DeMarkous McLemore, 15	school hallway	shot by killer carrying 2 guns
4.	9/18/93	Central Middle School Sheridan, WY	Kevin Newman, 29	gym class school football field	suicide; shot self after shooting randomly at students
5.	9/22/93	Marvin Avenue Elemen. Sch. Los Angeles, CA	Felita Jeter, 36; woman lived in neighborhood	found lying dead in breezeway at school at 7:00 a.m. as teachers and children were beginning to arrive at school.	unknown cause of death, pending autopsy;

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NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
6.	9/25/93	Weatherless Elem. School Washington, DC	Kervin Brown, 23;	schoolyard	gang-related shooting occurred during Sat.. afternoon pickup
7.	9/25/93	Weatherless Elem. School Washington, DC	Launice Smith, 4,(female) (died of wounds Sept. 29)	schoolyard	football game; Steven Chadwick, 19 & Anthony D. Dawkins, 22, were both charged in slayings
8.	10/12/93	Dover High School New Castle, DE	Laura Moyer, 16	school bathroom of in-school clinic	suicide; shot self with .32
9.	10/14/93	Redford High School Detroit, MI	Frank Miles, 15	front of school at bus stop	shot accidentally by gang members
10.	10/18/93	Kecoughtan High School Hampton, VA	Javal Allen, 16	at school	stabbed by 15-yr-old in school argument
11.	10/28/93	Gladstone Middle School Hazelwood, PA	Michael Rozgonyi, 15	at school bus stop after Bane got off bus	stabbed in neck with penknife by suspect Sean Bane, 14
12.	10/30/93	Eureka Elementary School Granite Bay, CA	Cherilyn Hawkley, 39 (teacher)	abducted from school; found near Oakhills Elementary School	strangled; body found in van; death occured 10/29 or 10/30
13.	11/1/93	Sullivan High School Chicago, IL	Kati Faber, 15 (male)	outside school	shot in back with semiautomatic by classmate Troy Jones, 16,
14.	11/4/93	Terry Parker High School Jacksonville, FL	Richard Jefferson Mitchell, 14	outside the school while waiting for father to pick him up	shot in head & hip by Omar Jones, 19, during attempted robbery
15.	11/4/93	New Britain High School New Britain, CT	Miguel DeJesus, Jr., 18	steps of the school	shot repeatedly by masked gunman
16.	11/6/93	Thaddeus Stevens School Elliott, PA	Kristina Grill, 15 (20 wks pregnant)	school playground	stabbed by boyfriend, Maurice Bailey, 15, after he tried to persuade girl to have an abortion or put baby up for adoption
17.	11/9/93	Lane Technical High School Chicago, IL	Alfredo Mercado, 16	in car driving to school	shot by youth standing on sidewalk

NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
18.	11/11/93	Ridgely Elementary School Springfield, IL	Harold Page, III, 14	outdoor stairwell at school	discovered shot twice in head; victim had been member of gang called Simon City Royals
19.	11/29/93	Center High School Kansas City, MO	DeWayne Bingham, 23	in front of school;	shot as he waited in car to pick up cousin after basketball game
20.	12/1/93	Wauwatosa West High School Wauwatosa, WI	Dale Breitlow, 46 (asst. principal)	second floor school hallway	gunned down by Leonard D. McDowell as Breitlow begged for his life
21.	12/3/93	English High School Roxbury, MA	Louis Brown, 16	walking to school	shot
22.	12/16/93	Chelsea High School Chelsea, MI	Joseph Piasecki, 47 (superintendent)	school staff meeting	multiple gunshot wounds; shot by science teacher, Stephen Saunders Leith

1994

23.	1/4/94	Booth High School Savannah, GA	Jason Kelly, 15 (shot on 12/8/93, died later)	outside front doors of school	shot with revolver by Aron Gilliam, 16, just after 8 a.m.; possibly gang-related.
24.	1/20/94	Los Altos High School Hacienda Heights, CA	Benjamin Barraza, 17	school parking lot	shot by suspects in car that drove up to student in lot
25.	1/21/94	Kennard High School Kennard, TX	Joseph Leon Olivo, 17	school classroom	suicide; shot self with rifle
26.	1/26/94	Eau Claire High School Columbia, SC	Earnest Dunlap, 17	3rd floor school hallway	shot 3 times with .22 caliber semiautomatic by Floyd Brown, 18
27.	1/27/94	Washington Elem. School San Jose, CA	Osvaldo Mojarro Rios, 22	with wife in parked car in front of school	shot in head and arm by group out looking for rival gang members
28.	1/28/94	Charles A. Mooney Mid. Sch. Cleveland, OH	Paul Wallace, 15	at bus stop at school	stabbed, stomped & kicked by 5 people waiting at bus

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NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
29.	2/94	Whitman Middle School Seattle, WA	Neal Summers, teacher at school for about 20 yrs.	as arrived at school	shot
30.	2/94	Lee County, FL Fort Myers, FL	James A. Adams, 57 (Superintendent of Schools)	in Ft. Myers office	shot 5 times with .38 by Larry Ray Shelton, 48, former district special education teacher
31.	2/8/94	Osborn High School Detroit, MI	Steven Watkins, 19 (special education student)	school parking lot	shot while in car
32.	2/1/94	Valley View Junior HS Simi Valley, CA	Chad Patrick Hubbard, 14	at the school bus stop	stabbed in heart with knife by classmate Phillip Hernandez, 14, who had been bullied by victim
33.	2/14/94	Carlmont High School Belmont, CA	Edwin Sims, 15	at school	shot by classmate Gile W., 15, after victim, with whom Sims had been feuding, pulled a BB gun
34.	2/15/94	Wallenberg High School San Francisco, CA	Robert Tran, 17	at bus stop around corner from school	shot in head with .38 handgun while defending a friend who was being attacked
35.	2/20/94	Regional School District 19 Mansfield, CT	Robert J. Gaucher, 62 (Superintendent of Schools)	E. O. Smith High School	suicide; hanged self; body found by custodian
36.	3/15/94	Richmond High School San Pablo, CA	Cecilia Rios, 15	stairwell of Edward M. Downer Elementary School	stabbed 18 times; sexually assaulted; hair stripped
37.	3/15/94	Goose Creek High School Charleston, SC	Michael Ryan Spann, 18	student parking lot at school	shot in head while watching a fistfight after school
38.	3/23/94	Ballard High School Seattle, WA	Melissa "Missie" Fernandes, 16, student at school	outside the school	shot in the head mistakenly in a drive-by shooting; thought to be gang-related
39.	3/25/94	Etowah High School Woodstock, GA	Brian Head, 15 (special ed student)	Etowah High School social studies classroom	suicide; shot himself with 9-mm pistol after being teased by other students
40.	3/30/94	Bradwell Institute Hinesville, GA	George Jenkins, 18, senior at the school	in school parking lot near the gym	stabbed by Bernard P. Townsend, 19, during a fight

NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
41.	4/12/94	Margaret Leary Elem. Sch Butte, MT	Jeremy Bullock, 11 died 4/13/94	school playground	shot once behind the ear by classmate, James Osmanson, 10, with .22 pistol; shot missed intended victim & hit Jeremy
42.	4/13/94	49th Street Elementary School Los Angeles, CA	Jorge David Licea, 10 died 4/14/94	at school front door before classes began	suicide; shot self in head with .380 caliber semiautomatic
43.	4/19/94	Eliot Junior High School Washington, DC	Louis Edward Lebear, 21	steps of school	shot; body found at 5:30 am
44.	4/21/94	John Trotwood Moore Mid.Sch. Nashville, TN	Terrance Murray, 13	in class while watching video of "Beauty & Beast"	accidentally shot in head by friend/ classmate, Jeremy
Bryant,14,who					didn't know gun passed to him in class was loaded
45.	5/2/94	North Miami High School North Miami, FL	Edvard Almonor, 18 (girl)	school parking lot during lunch period	accidentally shot in chest by Tyhno Rock, 18, while showing gun to friends
46.	5/2/94	West Bloomfield High School Detroit, MI	Zuhair Pattah, 16	school parking lot	fell & fractured skull after being punched by 17-yr-old classmate follow - ing insult to perpetrator's sister
47.	7/11/94	Pleasantville Cottage School Mount Pleasant, NY	Nicholas Ippoliti, 12, a student at the school	body found on grounds of the school, part of a residential treatment center & school for troubled youth	Brian Edwards, 13, who had a history of mental instability, strangled victim after a sexual encounter
48.	7/21/94	Lower Marion High School Ardmore, PA	Diane Morse, 40 (teacher)	Ardmore Child Care Center	shot in front of preschoolers at lunch by Arcelia Trumaine Stovall, 36, former friend of victim
49.	7/24/94	Manchester Elem. School Manchester, PA	Randy Hawkins, 23	on basketball court behind school	shot by Scott Walker, 15, as result of personal feud
50.	7/25/94	Ottumwa High School Ottumwa, IA	Jeramy Wayne Allen, 15	outside the school	shot twice in the head with a .22 caliber gun by Michael Coffman, 16, with whom victim had argued that morning.

NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
School year, 1994-95					
1.	9/7/94	Hollywood High School Hollywood, CA	Rolando Ruiz, 17	lawn outside school	shot by rival gang members
2.	9/16/94	Florin High School Sacramento, CA	Tomek Ordon, 19 (suspended fr. sch. 2 hrs. prior to death)	one mile from school	shot in head by gang member, 15
3.	9/23/94	Rainier Beach High School Seattle, WA	Donell Leon Duncan, 18 (prospective student at Sharples Alternative School)	parking lot near school dance	shot outside all city dance by 20-yr-old after bumping incident at local food market
4.	10/12/94	Grimsley High School Greensboro, NC	Nicholas Atkinson, 16 suspended student	school parking lot	suicide: shot & wounded assistant principal, then killed himself with 9mm pistol
5.	10/25/94	Mt. Vernon High School Mt. Vernon, NY	Shebule Jackson, 17	crowded hallway at school after personal dispute	stabbed 3 times in neck by Hopeton Minott,17
6.	10/25/94	American High School Fremont, CA	Alejandro Cueva, 15	on way home from school at car dealership 3 blocks from school	stabbed in heart by 3 youths after argument earlier in day following a class
7.	11/5/94	San Leandro High School San Leandro, CA	Eveleyna LeBlanc, 15	near a breezeway wall at Thomas Jefferson Elementary	shot in head
8.	11/7/94	Wickliffe Middle School Wickliffe, OH	Peter Christopher, 41 custodian	school office	shot by Keith A. Ledeger, 37, former student at school & a diagnosed paranoid schizophrenic
1995					
9.	1/5/95	Cardozo High School Washington, DC	Antar A. Hall, 16	at school	shot 3 times in the back by 14-year-old schoolmate
10.	1/10/95	Palm Beach Gardens High Ft. Lauderdale, FL	Robert Warthen,15	at school in crowded school walkway	suicide; shot self

NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
11.	1/23/95	Sacred Heart School Redlands, CA	John Sirola, 13 eighth grader	at school on outdoor walkway near parish church	suicide; sawed-off 12-gauge pistol-grip shotgun
12.	1/23/95	Northern High School Baltimore, MD	Elijah Jermaine Young, 22	in front of school as classes were being dismissed	shot repeatedly during shootout among rival gang members, by Maurice M. Dickens, 21
13.	1/24/95	McCluer North High School St. Louis, MO	Christine Smetzer, 15	school, 3rd floor restroom	sexually assaulted & beaten to death by Michael Taylor, 15
14.	2/2/95	Jordan High School Long Beach, CA	Javier Gutierrez, 17	walking to school soccer game	shot with small-caliber handgun
15.	2/17/95	Loggers' Run Middle School Boca Raton, FL	Christopher Carignan, 13		shot by Anthony Reed, 14
16.	2/18/95	Aurora Central Catholic HS Chicago, IL	Moshe Rogers, 17	driving home from basketball game in which he starred	shot by unknown assailant
17.	3/27/95	Edison High School Stockton, CA	Benly Carolino, 15	across street from school	gunned down from behind in drive-by shooting
18.	3/29/95	Boston High School Boston, MA	Anthony Lovell-Hines, 17, honor student	on way to Dorchester home from school	shot in back of skull about 5 p.m. by unknown assailant, reputedly in revenge for alleged act of "disrespect"
19.	4/21/95	Holly Springs High School Holly Springs, MS	Shelisa Hunt, 17	in front of school classroom while classes were changing	stabbed in the heart with a pocketknife by Marsha Mayfield, 17, during quarrel about a young man
20.	5/18/95	Narbonne High School Harbor City, CA	Shazeeb Andleeb, 17	school hallway outside U.S. history class	punched & stomped to death; Rene Nieves, 18, & Christian Bremmer, 18, among several who took part in beating, are charged with killing

School Year, 1995-96

1.	8-29-95	Memorial Middle School Laredo, TX	Elizabeth Rivera, 12	Girls' bathroom at school	accidentally shot in head by Jonah Iverson, 12, with .25 caliber automatic

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NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
2.	9/12/95	Cypress Junior High School Memphis, TN	Terenzo Maurice Bell, 15	shot in hallway argument	shot with .38 by Columbus Coffer, 15 ninth grader
3.	9/14/95	Olathe North High School Olathe, KS	Wilson Montenegro, student at Olathe HS	shots fired from car into a crowd gathered in the high school school parking lot during a regular Sunday evening pickup football game	shot with .22 caliber Jennings semi-automatic handgun; suspect, Alfred Williams, 17, from rival Shawnee Mission North High School.
4.	9/14/95	Olathe North High School Olathe, KS	Jerrell Frazier, 19, cousin of Olathe North student Wilson Montenegro	gunshot victim found dead on Olathe North practice field	Shawnee Mission team had defeated Olathe North team at school's home-coming game a week prior to shooting
5.	9/21/95	Jefferson Middle School Rochester, NY	Stephne Givens, 13	in front of the school as girl got off school bus	stabbed in neck with a steak knife pulled from backpack by 12-year-old girl classmate during argument over a boy.
6.	9/30/95	Tavares Middle School Tavares, FL	Joey Summerall, 13	shot in school breezeway just outside the school	shot some 13 times with a 9 mm semi-automatic pistol by Keith Eugene Johnson, 14
7.	10/3/95	Gilroy High School Gilroy, CA	Carlos Vaca, 14	stabbed at school at edge of school's central quad as he pushed classmate out of path of knife	stabbed with 5 inch blade by alleged slayer Marcos Valdez, 16; in a gang-related incident.
8.	10/10/95	Marshall Elementary School St. Louis, MO	Nedra Morris, 51, 4th grade substitute teacher	punched repeatedly by 9-year-old student while passing out assignments in classroom	medical examiner ruled death as a homicide; after repeated punches to chest, woman collapsed & died at a hospital 90 minutes after classroom incident
9.	10/12/95	Blackville-Hilda High School Blackville, SC	Toby R. Sincino, 16	in school hall near teachers' workroom	suicide; killed with self-inflicted .32 caliber revolver after shooting math teacher, Johnny Thompson, 38, in the face and a second math teacher,
10.	10/12/95	Blackville-Hilda High School Blackville, SC	Phyllis Senn, 56, math teacher	in teachers' workroom down hall from Thompson's class	first thought to be heart attack victim, but later found to have been shot

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NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
11.	11/2/95	Dade County school bus Miami Beach, FL	Catalino "Nick" Sang, 42, waiter disgruntled with IRS seized bus filled with 13 disabled students & 3 adults	in doorway of school bus stopped at restaurant tourist spot	bus hijacker shot & shot killed by police when talks for surrender failed
12.	11/6/95	Treadwell High School Memphis, TN	Alex Perry, 15	on a street 2 blocks from the school	shot by 16-year-old during argument over homemade rap tape purportedly insulting to one of victims (other was wounded.)
13.	11/15/95	Richland High School Lynnville, TN	Carolyn Foster, 58, business teacher	in high school hallway	3 shot & killed with a .22 rifle by by student Jamie Rouse, 17, as he hunted for his girlfriend, with whom he
14.	11/15/95	Richland High School Lynnville, TN	Diane Collins, 16, student		had argued; 2 others killed by Rouse as he searched for girlfriend
15.	11/15/95	Richland High School Lynnville, TN	Carol Yancey, 49, math tchr.		
16.	11/28/95	Thomas A. Edison Vocational & Technical High School Queens, NY	Quentin Gamble, 17 a senior at the school	in front of school	shot to death after confrontation with with 2 other young men who wanted the gold chain around victim's neck
17.	12/14/95	Oxon Hill High School Washington, DC	Charles "Chuckie" Marsh, 17	at bus stop after school; shot during scuffle for coat	shot by masked youths during robbery of a classmate's coat at bus stop

1996

18.	1/2/96	Girard High School Girard, PA	John Pegg, 16, 10th grader,	in stairwell of high school	suicide: shot himself in the head
19.	1/19/96	Martha H. Winston Community School Washington, DC	Damion Blocker, 14, eighth grade student at Roper Middle School in NE Washington	second floor landing of stairwell at Winston school, where he had come to pick up a relative	shot accidentally instead of a fleeing youth by a ski-masked teenager who had chased fleeing youth into the school
20.	1/19/96	Manassas High School Memphis, TN	Jewell Jones, 15, a majorette & basketball player	shot outside her home after boys came there to question her about seeing a school fight	shot in chest by youths who questioned her about seeing a fight after a pep rally in which a girl was stabbed in the arm

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NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
21.	1/26/96	East High School Memphis, TN	Glenn Taylor, *Jr.*, 15	in parking lot behind the school after a basketball game	shot in chest while trying to break up a a fight among several women
22.	1/30/96	Denby High School Detroit, MI	Demetrius Anderson, 16	in a 2nd floor hallway	stabbed to death; 2 15-year-old students have been charged: 1st degree murder
23.	2/2/96	Frontier Junior High School Moses Lake,WA	Leone D. Caires, 49, teacher at school & wife of vice principal;	in Mrs.Caires' 8th grade math class at the school	a teacher & 2 students were shot to death by 16-year-old Barry Loukaitas
24.	2/2/96	Frontier Junior High School Moses Lake, WA	Arnold F., Fritz, 15, student;		
25.	2/2/96	Frontier Junior High School Moses Lake, WA	Manuel Vela, 14, student		
26.	2/8/96	Mid-Peninsula Education Center privately-run alternative school Palo Alto, CA	Douglas Bradley, 16, 11th grader clinically depressed & despondent over failed romance, used .38 caliber revolver	in his car, which victim drove onto outdoor basketball court, where he scattered money from car window to draw a crowd	suicide; victim apparently shot at random into crowd, wounding 1 classmate in leg; & fired through school window, injuring 3 students
27.	2/22/96	Jenkins High School Savannah, GA	Dwayne Cedric Martin, 17,	on school grounds as students lined up for bus rides home	shot with .380 automatic pistol by Keith Antoine Green,15, after 3 days of ongoing fights/arguments.
28.	2/29/96	Beaumont High School St. Louis, MO	Kyunia Taylor, 15, pregnant student;	on school bus on way to school	young man entered bus & shot with .38 calibre gun bus driver, Richard Lanemann,60,(who recovered) & victim and victim's unborn daughter (6 mos.), who later died.
29.		St. Louis, MO	Diamond Taylor, premature child, later died, March 23, 1996		
30.	3/11/96	North Stanly High School New London, NC	Jamie Hurley, 15, 10th grader	in algebra class	suicide: student pulled 9 mm pistol from coat just before taking quiz & shot self
31.	3/25/96	Eleanor Roosevelt High School Greenbelt, MD	Gary White, *Jr.*, 16, a junior at the school	a block from his home; standing in for younger brother, who hit younger sister of the killer on school bus ride home.	stabbed in the back & chest with a carving knife by Riccardo DeWayne Walker, 15, standing in for younger sister, who was hit by victim's brother.

NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
32.	3/25/96	Mountain Park Baptist Academy Patterson, MO	Will Futrelle, 16, of Boca Raton, FL:, had been paired as a new student with a 15-year-old as a "guide"	found in woods at 160-acre boarding school for troubled youth; "guide" & 2 other boys feared victim would not join in plot to seize control of school	beaten with club & a brick & throat slashed; Anthony Gene Rutherford, 18, charged with murder following a plot by him and 2 other boys to take control of the school at gunpoint to achieve fame on national news.
33.	4/11/96	Talledega High School Talledega, AL	Bobby Roberson Jr., 18	shot in the school parking lot at about 3:00 p.m.	16-year-old student shot victim with a 12-gauge shotgun following an argument.
34.	5/14/96	Bingham Middle School Taylorsville, UT	Justin Allgood, 15, thought to be distraught over recent car accident deaths of two friends.	died on school bus he seized after shooting driver Sula Bearden in thigh and driving away alone in bus	suicide; died of self-inflicted gun shot from .357 Magnum after hijacking school bus, speeding through residential neighborhood & causing 3 accidents before crashing bus into 2-story house.
35.	5/22/96	Colton High School Colton, CA	Xavier Castro, 14	walking home from school with two friends	shot in the leg and head by expelled Colton High School student Ascencion Gomez, 14.

School year, 1996-97

1.	9/25/96	DeKalb Alternative School Scottdale, GA	Dr. Horace P. Morgan, 49, English teacher at school for 10 years	shot repeatedly in the chest with a .38-caliber revolver moments after the first period class bell at 8:30 a.m.	shot by David Dubose, Jr.,16, who had been enrolled in the alternative school for less than a week; shooting ocurred just after a student bumped into Dubose.
2.	10/2/96	Smedley Elementary School Philadelphia, PA	Stacey Buxton-Boyd, 26, estranged wife of Steven Boyd.	waiting outside school with her cousin for her three children to be dismissed from school.	both women shot and killed by Steven Boyd, 25, estranged husband of Stacey Boyd.
3.	10/2/96	Smedley Elementary School Philadelphia, PA	Leslee Coles, 19, cousin of Stacey Boyd.		
4.	10/4/96	St. Bernard High School Playa del Rey, CA	Earoll Michael Thomas, 18,	near the track at St. Bernard (Catholic) High School shortly after 10 p.m.;another youth was also shot & hospitalized.	shot by a 17-year-old Jordan High School football player following a football game between St. Bernard and Jordan High.

NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
5.	10/9/96	Jacksonville Senior High Sch. Sherwood, AR	Earl Jamerson Routt, 20, high school student	shot to death by a Jacksonville Junior High student in a feud that ended on a school bus	shot 6 times with a .22 caliber revolver by Willis Johnson, 14, on a school bus after a feud.
6.	10/31/96	Sumner High School St. Louis, MO	Lamon Jones, 17; student died Nov. 1 after surgery	school's 2nd floor hallway after first period classes had ended	shot by 15-year-old youth during a fight among several students; Kembert Thomas was convicted of 2nd degree murder 1/28/98.
7.	11/27/96	Highlands High School Sacramento, CA	Darnell Augustus, Jr., 19,	outside the school in a fight after a Grant basketball game	shot by Grant Joint Union High School District police officer Steven Grives

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8.	1/11/97	A Crown Heights high school in Brooklyn, NY	a teen-ager, male; youth died on Saturday	on a basketball court outside the high schol during classes	one of 3 teens shot (2 critically wounded) in an attack by 3 youths.
9.	1/27/97	Conniston Middle School West Palm Beach, FL	John Pierre Kamel, 14, 7th grader	shot in the chest at 8:40 a.m. outside school on sidewalk in a continuing argument	shot by Tronneal Mangum, 13, after an argument over an Adidas watch Mangum had taken from Kamel.
10.	2/7/97	Webbers Falls High School Webbers Falls, OK	Joey Youngblood, 18, senior at the school	in the athletic building at the school in front of classmates	stabbed to death by a 15-year-old in an alleged dispute over a cigarette lighter
11.	2/19/97	Bethel Regional High School Bethel, AK	Ronald Dale Edwards, 50, principal of school	in hallway of school just before classes began for the day	shot with 12-gauge shotgun by Evan Ramsey, 16. Ramsey also killed a classmate & wounded 2 other students before being arrested by local state troopers at the scene.
12.	2/19/97	Bethel Regional High School Bethel, AK	Joshua Palacios, 16, sophomore and classmate of shooter	Palacios may have called Ramsey names	
13.	2/20/97	Lincoln Elementary School Ventura, CA	Marsha Ann Lane, 43, transient; who was known in community & listed a homeless advocacy organization as her home address	found dead on steps of the school by a teacher at about 7 a.m.; a number of children saw the body as they arrived at school.	unreleased cause of death, though police stated death was a homicide.
14.	2/20/97	First Coast High School Jacksonville, FL	Melissa Chambliss, 17, member of varsity softball team & honors student	near second base on the baseball field during argument with her coach about how to improve her playing.	suicide; shot self due to upset over her poor showing in a recent tryout for an athletic scholarship.

NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
15.	2/21/97	Concord High School Concord, NH	Shaun Martin, 17, student who joined planned fight related to breakup of boy & girl	during lunch period just off the school campus; 6 youths went after the 16-year-old, new boyfriend of girl	a blow to the throat that broke victim's windpipe; 16-year-old youth charged, not identified, was going with ex-girlfriend of 1 of the 6 boys.
16.	3/6/97	Bayonne High School Newark, NJ	Aubrey Taylor, 18, student at the high school	inside a stairwell at the school at 8:45 a.m.	stabbed fatally, friend Akim Garland, 17, stabbed & in critical condition; killed by Jersey City high school youth David Rodriguez, 20.
17.	3/17/97	Pershing High School Detroit, MI	Kenneth Baumgart, 16, freshman at the school & son of 2 Detroit police force members	in school parking lot	shot; 3 Detroit high school students charged with the murder.
18.	3/26/97	Oak Harbor Elementary School Oak Harbor, WA	Deborah Palmer, 7, 1st grader	disappeared while walking to school 2 blocks from home	asphyxiation; death ruled a sexually motivated homicide; body washed ashore on isolated beach at Strawberry Point on Whidbey Island north of Seattle
19.	4/3/97	Marina del Rey Junior High Mar Vista, CA	Rafael Adan, 14	walking home from school with three friends	shot to death in a drive-by shooting; one of his friends also shot but not killed;believed to be gang-related, though victim not a gang member.
20.	4/22/97	John Marshall High School Los Angeles, CA	Juan Velazquez, 17, student at Marshall High	victim collapsed across the street from Thomas Starr King Middle School as he fled	shot by 1 of 2 attackers, ages 14 & 15, chasing victim; believed to be gang-related.
21.	4/28/97	Cumberland Regional Hi. School Upper Deerfield Township, NJ	Nieisa Mason, 16, member of track, basketball squads	10th grade victim found by the school janitor in boys' locker room at about 9:00 p.m.	beaten to death by Peter Henriques, 16,8 for undisclosed reasons shortly after victim finished track practice.
22.	5/14/97	Wilde Lake High School Columbia, MD	Dr. Lawrence C. Hoyer, 60, science teacher & senior class sponsor	collapsed about 11 a.m. in a hall outside school administration office while taking a girl to office	suffered heart attack following breaking up a fight among several girls from the school & rival Howard High School.
23.	5/16/97	Rio Linda High School Rio Linda, CA	Michelle Montoya, 18, senior & soccer team athlete	found in school's wood shop about 4 p.m., where it is speculated she went to use phone to call father for a ride home	stabbed in the back, throat slashed and skull crushed by newly hired janitor on parole for manslaughter from Folsom prison, Alan del Thomas, 34.

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NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
24.	6/7/97	Lacey Township High School Ocean County, NJ	newly born baby boy	found stuffed in trash container in a bathroom at the Monmouth County catering hall where prom was held.	undetermined cause of death; 18-year-old female student gave birth during the senior prom.
25.	8/12/97	Sullivan Middle School Lowell, MA	David McHugh, 34, a guidance counselor	collapsed while showering at his Dracut, MA home	knocked to ground & kicked above left ear several times when he & another teacher tried to break up a fight among among 5 or 6 youth at dismissal time on March 27; state medical examiner ruled the death a related homicide.

School Year, 1997-98

1.	9/11/97	Berkeley H.S. East Campus Berkeley, CA	Alberto Perez, 17, student; a junior at the school	in quad of the high school at about 10:30 a.m.	stabbed in heart by a 14-year-old youth enrolled in a program for emotionally troubled teens.
2.	9/18/97	Southwest DeKalb High School Atlanta, GA	Ronald Gaines, 16, student: a junior at the school	on the school's football practice field, witnessed by a crowd of 40	stabbed in the chest by Dashard Mosley, 15, who had been taunted by victim, then egged on by onlookers.
3.	9/27/97	Christa McAuliffe Middle Sch. Jackson Township, NJ	Edward Werner, 11, 6th grade student selling candy and wrapping paper for school	found Monday, Sept. 29 in a wooded area not far from his middle-class neighborhood	sexually assaulted & strangled by Samuel Manzie, 15, who lived near the woods
4.	10/1/97	Pearl High School Pearl, MS	Christina Menefee, 16, student whom shooter had dated	outside high school	shot with rifle by Luke Woodham, 16, who first stabbed & killed his 50-year-old mother at home, then drove to school & killed Christina Menefee, 16, & Lydia Kaye Dew,, 17, & randomly shot & wounded 7 other students.
5.	10/1/97	Pearl High School Pearl MS	Lydia Kaye Dew, 17,	walking near Christina	
6.	10/14/97	Ruskin High School Kansas City, MO	Edward A. Maxwell, 15, sophomore at the school	in Ruskin Way Park, a few blocks east of the high school, where group of students had gathered after school at 2:12 p.m.	shot by student, 16, with whom victim had argued for days; they agreed to meet for a fistfight.

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NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
7.	10/14/97	Lakeview Centennial High Sch. Garland, TX	Armando Montiel, 19, senior at school	in a school restroom at about 8:05 a.m.	suicide; student shot himself in the head about one month after friend Leslie Enfield shot himself at his home.
8.	10/20/97	McClymonds High School Oakland, CA	Loeshe Lace, 16, student in a van outside the school	while sitting with two friends outside the school; friend, also 16,	shot while sitting in a van at 8 p.m. was critically wounded.
9.	10/22/97	John Glenn High School Norwalk, CA	Catherine Tran, 16, student who broke up with college-aged boyfriend with whom she had been living	outside on the school campus before classes began	shot with 9mm semiautomatic by jilted college-aged boyfriend, 21-year-old Khoa Truc "Robert" Dang, ex-USC student, who then killed himself.
10.	10-22-97	John Glenn High School Norwalk, CA	Khoa Truc "Robert" Dang, 21, college-aged boyfriend of victim	on the school campus just after he killed his former girlfriend	suicide, shot himself in mouth after shooting former girlfriend.
11.	11/13/97	Creekside Elementay School Sacramento County, CA	Mike Logsdon, 47, father of 6-year-old daughter at the school	parked in van in front of school while waiting for children to be dismissed from classes	shot 4 times (in neck, chest, abdomen) by a young man who opened driver's side door; crime may be related to bitter child custody battle with ex-lover.
12.	12/1/97	Heath High School West Paducah, KY	Nichole Hadley, 14, student	in lobby of school during a before-school daily informal prayer group, in which about 40 students were gathered	shot with .22 caliber handgun by Michael Carneal,14, who may have been teased at times by some of the prayer group members as well as some members of the school's football team; 5 additional students were wounded in addition to the 3 girls who were killed.
13.	12/1/97	Heath High School West Paducah, KY	Jessica James, 17, student		
14.	12/1/97	Heath High School West Paducah, KY	Kayce Steger, 15, female student		
15.	12/4/97	Madera High School Madera, CA	Alviro Almanza, 15	in locker room of the school	fell & hit head during fight with 16-year-old classmate; died next night in hospital, where it was discovered victim had a pre-existing aneurysm.

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NO.	DATE	SCHOOL	VICTIM(S)	LOCATION OF INCIDENT	CAUSE OF DEATH
1998					
16.	2/12/98	Hoboken High School Hoboken, NJ	John A. Sacci, Jr. 48, teacher at the school for 23 years	outside the school	shot with a .380 semiautomatic pistol by Gerasimov V. Metaxas, 61, who thought Sacci was having an affair with his wife, Linda M. Metaxas, a former substitute teacher at the high school. No affair took place.
17.	2/12/98	Hoboken High School Hoboken, NJ	Gerasimov V. Metaxas, 61, a commercial painter	outside the school	suicide; shot self following his killing of John A. Sacci; described by family as "delusional," though not medically diagnosed as such.
18.	2/27/98	Marshall High School Fairfax, VA	David Clinton Albrecht, 17	in car outside school	shot by alleged members of Tiny Rascals Asian youth gang
19.	3/9/98	Central Avenue Elementary Puyallup, WA (near Tacoma)	Aaron Ducharme, 17, a student at Franklin Pierce High School	shortly before 4:00 p.m. at a prearranged fight	stabbed to death after a months-long dispute between 2 high school groups.
20.	3/24/98	Westside Middle School Jonesboro, AR	Natalie Brooks, 12 student	in parking lot near school gym,	shot by Andrew Golden, 11, and Mitchell Johnson, 13, the latter angry about a breakup with his girlfriend; the two lay in wait to shoot students & teachers who exited school after a fire alarm was falsely sounded, 4 girls & 1 teacher were killed just after 12:30 p.m. CST; 9 other students and 1 other teacher were wounded by the boys who fired from a vantage point in the woods north of the school; police apprehended them & recovered 2 handguns & 2 hunting rifles with clips still stocked with ammunition.
21.	3/24/98	Westside Middle School Jonesboro, AR	Paige Ann Herring, 12 student		
22.	3/24/98	Westside Middle School Jonesboro, AR	Stephanie Johnson, 12 student		
23.	3/24/98	Westside Middle School Jonesboro, AR	Brittany R. Varner, 11 student		
24.	3/14/98	Westside Middle School Jonesboro, AR	Shannon Wright, 32, teacher		
25.	3/30/98	Grey Culbreth Middle School Chapel Hill, NC	13-year-old 7th grade female	found by a classmate in a bathroom at the school	suicide; shot herself in the head
26.	4/24/98	Parker Middle School Edinboro, PA	John Gillette, 48, a teacher at an 8th-grade graduation dance, outside banquet hall for 27 years		shot by Andrew Wurst, 14, student, who also wounded 2 students, 1 teacher.

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TOTAL SCHOOL-ASSOCIATED VIOLENT DEATHS COUNT

According to CALENDAR YEAR and to SCHOOL YEAR

July 1992 to the Present

Definition: A school-associated violent death is any homicide, suicide, or weapons-related violent death in the United States in which the fatal injury occurred:

1) on the property of a functioning public, private or parochial elementary or secondary school, Kindergarten through grade 12, (including alternative schools);
2) on the way to or from regular sessions at such a school;
3) while person was attending or was on the way to or from an official school-sponsored event.
4) as obvious direct result of school incident/s, function/s or activities, whether on or off school bus/vehicle or school property

* **Note: Not a scientific survey. Since information is taken from newspaper clipping services, it is possible that not all such clippings have reached the NSSC. Deaths listed in this document are corroborated by published accounts in NSSC files.**

In-House Report of the National School Safety Center
4165 Thousand Oaks Blvd, Ste. 290, Westlake Village, CA 91362 • Phone: 805/373-9977 • Fax: 805/373-9277
Dr. Ronald D. Stephens, Executive Director

CALENDAR YEAR	TOTAL DEATHS		SCHOOL YEAR (September - August)	TOTAL DEATHS
1992 (partial year - July - Dec.)	17 (partial year -July - Dec.)		1992-93	55
1993	60		1993-94	50
1994	36		1994-95	20
1995	29		1995-96	35
1996	25		1996-97	25
1997	33		1997-98	26 (to date)
1998	11 (to date)		1998-99	
GRAND TOTAL FOR ABOVE CALENDAR YEARS	211		GRAND TOTAL FOR ABOVE SCHOOL YEARS	211

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NO. DATE SCHOOL VICTIM(S) LOCATION OF INCIDENT CAUSE OF DEATH

CATEGORICAL BREAKDOWN OF TOTAL SCHOOL-ASSOCIATED VIOLENT DEATHS

July 1992 to the Present

In-House Report of the National School Safety Center

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Dr. Ronald D. Stephens, Executive Director

VICTIMS' SEX	METHOD (Number of deaths per category out of total deaths, 7/92 to Present)	ADDITIONAL CIRCUMSTANCES (Number of deaths per category out of total deaths, 7/92 to Present)	NUMBER DEATHS PER STATE (Number of deaths per state out of total deaths, 7/92 to Present)	NUMBER DEATHS PER STATE (Number of deaths per state out of total deaths, 7/92 to Present)
MALES = 161	SHOOTING.....162	GANG-RELATED.....26	1. California.....46	20. Mississippi.....3
FEMALES = 50	STAB/SLASHING.....31	SUICIDES.....27	2. Texas.....12	21. Ohio.....3
	BEAT/KICKING.....4	BUS-RELATED.....17	3. Florida.....11	22. Alaska.....2
	PUNCH/FALLING.....3	BULLY-RELATED.....5	4. Washington (state)...10	23. Alabama.....2
	STRANGLING.....3		5. Pennsylania.....10	24. Connecticut.....2
	BLOW TO WINDPIPE...1		6. Georgia.....9	25. Kansas.....2
	JUMP (Suicide).....1		7. Missouri.....9	26. Virginia.....2
	HANGING.....1		8. New York.....9	27. Arizona.....1
	HEART ATTACK.....1 (related to violence)		9 Illinois.....8	28. Delaware.....1
	ASPHYXIATION.....1		10 Massachusetts.....8	29. Iowa.....1
	UNKNOWN.....3		11. Tennessee.....8	30. Louisiana.....1
			12. District of Columbia...7	31. Minnesota.....1
			13. Michigan.....7	32. Montana.....1
			14. Arkansas.....6	33. Nebraska.....1
			15. Kentucky.....6	34. New Hampshire...1
			16...New Jersey.....6	35. Oklahoma.....1
			17.. South Carolina.....4	36. Utah.....1
			18. North Carolina.....4	37. Wisconsin.....1
			19. Maryland.....3	38. Wyoming.....1
TOTAL VICTIMS 211	TOTAL VICTIMS BY ALL METHODS 211		38-STATE TOTAL DEATHS:	211

Updated 4-27-98

APPENDIX B -- WRITTEN STATEMENT OF JOANNE CANTOR, COMMUNICATION ARTS DEPARTMENT, UNIVERSITY OF WISCONSIN

Statement of Joanne Cantor, Ph.D.
University of Wisconsin-Madison
before the
United States House of Representatives
Subcommittee on Early Childhood, Youth and Families
Washington, D.C.
April 28, 1998

Joanne Cantor
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Mr. Chairman and members of the Subcommittee, I am pleased to appear before you to present my views on the causes of violence in children. For the past 23 years, I have been a professor at the University of Wisconsin, focusing my teaching and research on the effects of the mass media on children. Recently, I have participated in the National Television Violence Study, research that explores the television landscape and the harm done to children by exposure to television violence. I have a book due out in September titled "Mommy I'm Scared," which helps parents protect their children from the effects of media violence. Finally, and not the least important, I am the mother of a nine-year-old son, so I can address these issues as a parent as well as a researcher and author.

As you will hear today, there are many factors that contribute to children behaving violently. Having done research on this issue myself, and having reviewed the vast and growing literature on this topic, I can say without hesitation that media violence is a substantial contributor to our children becoming violent, becoming desensitized to the consequences of violence, and becoming fearful of being a victim. Media images of violence make their contributions both in the short-term, immediately after viewing, and in the long-term, as a cumulative effect of repeated exposure to violent images throughout childhood. There is an overwhelming consensus on this point among researchers and among public health organizations. Our youngest children are the most vulnerable, both because they are in the process of forming their own sense of right and wrong, and because they are not yet adept at distinguishing fantasy from reality. A recent meta-analysis of more than 200 studies involving more than 1,000 comparisons showed that viewing violence in programs of a wide range of types consistently contributes to a wide array of violent behaviors -- ranging from stated intentions to commit violence to actual criminal violence.

Research shows that the way violence is portrayed can make it more or less likely that a child will adopt violent attitudes or become violent. For example, violence that is committed by "good guys," that is shown as justified, and that shows little visible pain or harm is more likely to be imitated than violence committed by evil characters or violence that brings pain or punishment. The National Television Violence Study, which recently released its Year Three report on the most representative and extensive sample of television programs ever studied, showed that not only has violence remained at a high level on television (3 out of every 5 programs contain violence), the way most violence is portrayed is destined to promote children's aggression. For example, in more than 40% of programs with violence, the "bad" violent characters are *never* punished; and only 4% of violent programs portray a theme that promotes nonviolence. Moreover, more than half of the violent interactions on television show no pain, and almost 40% of violent interactions show *good guys* behaving violently. If someone set out to design an ad campaign to promote violence by making it seem glamorous, effective, risk-free, and painless, they could hardly do better if they tried.

When we see children commit unspeakable and unexplainable acts of violence, it is natural to ask whether repeated exposure to media violence that is glamorized, sanitized, and trivialized contributed to their behavior. There is no doubt that each tragedy is the result of many unhealthy influences working together. But when a child resorts to gunfire to correct what he sees as an injustice, is it unreasonable to think that repeated exposure to violent incidents on television -- 25% of which involve guns -- might have provided encouragement to act that way? In many of these well-publicized incidents, the young perpetrators seem surprised at the severity of the consequences to themselves and their victims. Maybe the fact that violence on television usually underplays violence's negative effects has something to do with this.

Although television violence is not the strongest contributor to children's violent behavior, it is the one over which we may have the most control. Producers and distributors of television programs make choices of what to show, and it is in their power to provide programming that is more or less likely to produce harm.

What else can we do, besides urging the media to be more responsible?

We need better parent education about the effects of media violence on children. When parents understand the harmful effects, they will be motivated to act in protective ways. We also need to promote media literacy education for children. Teaching children about the effects of television and teaching them the ways in which television distorts the reality of violence can help reduce many of the negative effects of what they see.

Speaking personally as a parent who has a TV, a major problem is that TV automatically makes available in my home thousands of programs I would never select if I were making the choice. Rather than having the option of selecting what I want my child to see, everything is accessible at the touch of a remote, and I only have the option of playing defense -- actively working to shield my child from what I consider the worst of it. Given that I must play defense, I need accurate information about the content of programs. TV ratings can help, but only if all stations (including NBC)[1] use ratings that at least point to where the violence is; and the ratings will need to be assigned accurately and consistently. Blocking technologies like the V-chip, that will permit parents to keep the most harmful programs from entering our homes, will need to be effective and user-friendly.

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[1]NBC refuses to go along with the amended TV rating system, implemented in October, 1997, which adds content letters, including a V for violence, to the original age-based TV Parental Guidelines. The Year 3 research of the National Television Violence Study showed that without the content letters, the age-based ratings of TVG, TVPG, TV14, and TVMA are unrelated to the presence of violence in programs.

If all of us want to help parents socialize their children well, it will be important that research be continued to monitor the TV landscape and to keep tabs on how appropriately television programs are being rated, whether the existing rating system needs to be modified further, and how well the V-chip and other blocking devices are working. We need to ensure that these new tools really help parents reduce TV's negative influences and help promote children's healthy development. In spite of the enormity and complexity of the problem of child violence and the fact that aggression-promoting images seem firmly intrenched in the television landscape, I believe that media education for parents and children, better labeling of programs, and effective blocking tools can really make a difference.

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For More Information About the National Television Violence Study

See:

http://research.ucsb.edu/ccsp.html

or call:

(805) 893-7879

National Television Violence Study

FOR IMMEDIATE RELEASE
April 16, 1998

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http://research.ucsb.edu/cori/ccsp.html

NEW STUDY REVEALS GLAMORIZED VIOLENCE CONTINUES TO PERVADE AMERICAN TELEVISION

Research finds more prime time shows with violence and children at high risk; age-based ratings not enough

Washington, DC - Despite continued public concern, the final report of the three-year National Television Violence Study finds TV violence continues to pose a serious risk of harm to children. The study released today also concluded that the proportion of prime-time broadcast and basic cable shows with violence has increased since 1994. The researchers determined that the way TV violence is portrayed encourages children to learn aggressive behavior, among other risks. The study also found that most age-based ratings do not provide information about the presence of violence in programs, affirming the TV industry's decision to add content descriptors, such as "V" for violence, to the new TV rating system.

The study focused on key features of violent portrayals that either increase or diminish the risk of harmful effects on viewers, especially children. Previous research has established that exposure to TV violence can contribute to aggressive attitudes and behaviors, to desensitization to real-world violence, and to increased fear in viewers. However, said Dr. Ed Donnerstein, study senior researcher and dean of social sciences at the University of California, Santa Barbara (UCSB), "the effect of violent content depends on how it is portrayed, and not all violent depictions pose the same degree of risk for viewers."

The study found that most violence is glamorized and sanitized. Across the three years of the study, nearly 40% of the violent incidents on television are initiated by "good" characters who are likely to be perceived as attractive role models. The long-term negative consequences of violence are portrayed in only 15% of programs, when averaged over the three years. "These patterns teach children that violence is desirable, necessary, and painless," said Dr. Dale Kunkel, associate professor of communication at UCSB, and a senior researcher for the study.

Nearly three-quarters of violent scenes contain no remorse, criticism, or penalty for violence, and "bad" characters go unpunished in 40% of programs. Programs that employ a strong anti-violence theme remain extremely rare, averaging 4% of all violent shows. Overall, the percentage of programs on television that contain some violence is virtually unchanged at 61%, compared to 61% last year and 58% in 1994-95.

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However, programs containing violent content have become more frequent in prime time, rising by 14% (from 53% to 67%) on the broadcast networks and 10% (from 54% to 64%) on basic cable since 1994. "For those who think the TV violence problem is solved, it is not," said Dr. Daniel Linz, study senior researcher and chair of the law and society program at UCSB. "This increase in prevalence is problematic since the portrayal of most TV violence poses risks, and prime time also attracts the largest number of viewers." During the three-year study period, premium cable networks consistently have contained the highest percentage of programs with violence, averaging 92% since 1994.

Researchers at UCSB examined the largest and most representative sample of television content ever evaluated in a single study. For three years, programs on 23 TV channels were selected over a nine-month period to create a composite week of programming. Since 1994, more than 6,000 hours of programming have been analyzed.

The report highlights portrayals of violence that pose a high risk for children. These portrayals include a cluster of plot elements that increase the risk that children who watch will learn aggressive attitudes and behaviors. A high-risk portrayal includes all of the following elements: (1) a perpetrator who is attractive; (2) violence that seems justified; (3) violence that goes unpunished; (4) minimal consequences to the victim; and (5) violence that seems realistic to the viewer.

The study found that violent incidents that qualify as high risk for children under 7 are found most often in cartoons. "Younger children have difficulty distinguishing televised fantasy from reality, and are therefore at increased risk of imitating cartoon violence," said Dr. Barbara J. Wilson, a study senior researcher and professor of communication at UCSB. The average American preschooler who watches mostly cartoons is exposed to over 500 high-risk portrayals of violence each year.

The study was undertaken at four research universities, each of which conducted independent studies--the University of California, Santa Barbara; the University of Texas, Austin; the University of North Carolina, Chapel Hill; and the University of Wisconsin, Madison.

Ratings Deficient Without Content Descriptors: University of Wisconsin, Madison

The study also involved the first systematic investigation of the TV Parental Guidelines, the industry's rating system, which was implemented in January, 1997. There are six rating levels: TVY and TVY7 for children's programs, and TVG, TVPG, TV14, and TVMA for general audience programs. The study's sample of programs was collected before the industry added content descriptors, such as "V" for Violence, to the ratings.

The report showed that for most programs, the rating a program received was completely unrelated to whether or not the program contained violence. Although the ratings of children's programs in the sample distinguish between programs with vs. without violence, the ratings of general audience programs do not. Specifically, among programs designated as TVY (All Children) or TVY7 (Directed to Older Children), a higher proportion of violent than nonviolent programs are rated TVY7. In contrast, among general audience programs, the distribution of ratings is virtually identical for programs with and without violence.

These findings show that the agreement by most networks and cable channels to add content labels including a V for violence was necessary for the identification of violence in programs. "If the purpose of the V-chip is to help parents shield their children from violent programs, it will not be able to do its job unless all networks adopt the amended system with content labels," remarked Dr. Joanne Cantor, the University of Wisconsin professor who led the ratings research. The report's recommendations urge NBC, which has refused to adopt the amended system, to join the other networks in using the more informative ratings.

Showing Consequences of Violence Changes Adolescent Beliefs: University of North Carolina, Chapel Hill

After testing prototype anti-violence public service announcements (PSAs) with adolescent audiences, researchers at the University of North Carolina, Chapel Hill (UNC), found that PSAs that depict negative consequences of violent behavior are more effective at influencing youth beliefs about handgun violence than those that do not. Many recent anti-violence public service messages analyzed by the researchers portray violence with no depiction of negative consequences.

"This research shows that any effort to combat the overwhelming number of violent images with anti-violence messages must make clear that violent behavior can be personally harmful," said UNC senior researcher Jay M. Bernhardt.

Violence in Reality Programs: University of Texas, Austin

The overall level of violence in nonfictional "reality" programming remained stable across the three years of the study, with just under two-fifths of all reality programs displaying at least one instance of violence (39% in Year 3, 37% in Year 2, 39% in Year 1). This level is below the level of violence in programming overall. In all three years, however, there are important differences in violent presentations by reality program sub-genre. "Police reality shows invariably contain violence in all three years, and tabloid news programs are more violent than most other reality shows," noted Dr. Ellen Wartella, dean of the college of communication at University of Texas at Austin. "At the same time, talk shows feature relatively little visual violence," she said. Across the three years of the study, violent reality programming is typically found during the evening.

Project Background

The project was commissioned for three years by the National Cable Television Association. An advisory council oversees the research and ensures its independence and scientific integrity. Chaired by Dr. Donald Roberts of Stanford University, it includes representatives from such organizations as the American Medical Assn., the National Education Assn., the National PTA, and the American Academy of Pediatrics, as well as the writers', directors', and producers' guilds. The study is coordinated by the Center for Communication and Social Policy at UCSB.

Further information about the study can be obtained on the Center's Web site, http://research.ucsb.edu/cori/ccsp.html.

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APPENDIX C – WRITTEN STATEMENT OF SCOTT POLAND, DIRECTOR OF PSYCHOLOGICAL SERVICES, CYPRESS FAIRBANKS INTERMEDIATE SCHOOL DISTRICT

Congressional Testimony on Youth Violence
"Understanding Violent Children"
Early Childhood, Youth and Families Subcommittee
United States House of Representatives'
Education and the Workforce Committee

April 28, 1998

Testimony given by:

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My name is Dr. Scott Poland and I am the Director of Psychological Services for the Cypress-Fairbanks Independent School District in Houston, Texas. I have been a school psychologist for twenty years and crisis intervention and prevention has been the highest professional priority in my school system. I have authored several books and chapters on this subject and have provided training sessions for school personnel around the country. I am here today representing the National Association of School Psychologists (NASP), an organization of 20,300 school psychologists who promote educationally and psychologically healthy environments for all children and youth. I serve as the Chairman of the National Emergency Assistance Team (NEAT) for NASP. I am also on the National Advisory Board for the National Association for Victims Assistance (NOVA). NASP and NOVA have formed a very rewarding professional alliance. I work with school children, teachers and parents every day.

I also served as the team leader of the National Crisis Teams sent to Paducah, Kentucky and Jonesboro, Arkansas, following recent school shootings. These two communities asked NOVA to provide assistance. The purpose of the National Crisis Teams in those two communities were the following:

- To identify those most affected by the crisis and to provide them assistance.
- To provide guidance, support and training to local caregivers who would be providing long-term assistance in their community.
- To provide an open forum and public meeting for all residents of the community to release emotional steam and to receive immediate assistance and information about long-term assistance.

The initial NOVA teams only stay in communities for 3 to 4 days and then leave ongoing care in the hands of local caregivers. Additional assistance can be requested from the national office of NOVA.

I have personally seen the pain and intense emotionality in Paducah and Jonesboro. I faced a crowd of over 500 parents and students in Jonesboro the day after the shooting, angry that the laws in Arkansas do not allow a lengthy incarceration for the youthful perpetrators. They were also tortured by the questions about why and how the shooting occurred, and why children are killing children. The NOVA team met with students, teachers and parents of the families of the deceased and injured. We provided processing sessions not only at the school but at the hospital, police stations and in the churches. It is clear that the path of the communities of Jonesboro and Paducah have changed and things will never be the same.

We must focus on the prevention of youth violence in our country. I had the opportunity last Friday to present some of my ideas to the President of the United States, the Attorney General and the Secretary of Education. I was one of a group of national experts on youth violence who sat around a table in the cabinet room and shared ideas with the leaders of our country.

I have been asked many times why these school shootings have occurred and why there seems to be an increase in the problems with youth violence. The answer is a complex one, but I believe

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that we must recognize some things about young people today and make some very dramatic changes. I would like to outline several points.

1. Many young people do not understand the finality of death. Psychological theorists have outlined that by about age 13, children are in the advanced stages of intellectual development and should understand the permanence of death, and that death is a biological process yet, twenty five years of working with children have taught me that most children and even many adolescents do not understand the finality of death.

2. Young people are very influenced by the extreme violence that is portrayed on television, in movies and video games. I believe that many times children who commit violent acts are simply carrying out what they see on television or at the movies. Our society glamorizes violence. Many children also see violent acts in their homes and neighborhoods and believe that through violence you can get your way. We must reduce violent behavior that is modeled for young people not only through the media but in our homes, schools and communities.

3. We also must reduce gun availability to children. There are approximately 5,000 gun deaths to children under the age of 18 each year in America. There is a gun in every third home and almost every child can obtain a gun in a few hours. We are all very aware of the dramatic rise in the homicide and suicide rate over the last several decades.

I raise the following questions: are children today that much more angry than children 30 years ago, and were the members of this committee concerned about another child or teenager shooting others out of anger when you were in school? I think we all know that arguments between children used to be settled with fists. I do not condone that, but it was very rare to have a serious injury! The trigger pulls the finger! An angry child who has access to a gun will use it because it is there and in their hands. I know that gun control is a complex issue in our country, but I also know that guns represent the single greatest threat to education and school children. I am very saddened by the shooting at a school in Edinboro, Pennsylvania just a few days ago. On behalf of NASP this past weekend I provided school consultation services to personnel in Edinboro who are dealing with the aftermath of that tragic shooting.

I have personally counseled the victims of youth violence and youth suicide. I have had many conversations with parents where I pleaded with them to remove guns from the home of their homicidal or suicidal child. One father in the aftermath of his daughter's suicide with his pistol said, "but I thought that I taught all my children never to touch the pistol that I kept loaded on the dresser in my bedroom." Unfortunately she used it to commit suicide. The goodbye note to her parents said, "why did you make this so easy and make this gun so available to me?" The youth suicide rate is at or near an all time high; approximately 60% of youth suicides involve a gun.

I present crisis intervention information to school personnel regularly and I raise questions about the need for guns in every third home in America and share statistics that show that a gun is more likely to kill a loved one through accidents, homicides or suicides than to be used to defend a home from an intruder. At one presentation, during the break I heard from two school custodians. The first one did not like my cautionary message about guns. The second one

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showed me three fingers he lost and a scar on the side of his face from where his ex-wife shot him in a moment of anger. He went on to comment that he did not own a gun anymore. I also support legislation that prosecutes adults when their gun was used by a child to injure or kill himself or someone else.

4. My experience after every school crisis has been that students always had many reasons to suspect homicidal or suicidal behavior. Many times friends or classmates were told very definite plans about homicidal or suicidal behavior. We must end the conspiracy of silence that allows guns, drugs and other weapons in our schools. There are estimates that as many as 270,000 guns go to school in America. We must begin at an early age and teach children that if they are feeling unsafe and especially if someone is talking about homicide or suicide that they must get adult help right away. We must ensure that every adolescent also knows where to get adult help. This is an ambitious goal because to end the silence will involve many changes in churches, schools and our families.

5. I also believe that 30 minutes of every school day needs to be set aside to teach children skills such as problem solving, anger management impulse control, how to get along with others and how to feel good about themselves. There are many excellent curriculum programs available, but they will not be used in many classrooms without legislative mandates.

The American Psychological Association (APA) and NASP have outlined the following predictive factors of youth violence.

- child abuse
- violence in the home
- ineffective parenting
- media violence
- gun access
- prejudice
- poverty
- substance abuse

I have had the chance to ask many school personnel what we can do about youth violence and school safety. Their answer is that we must put children first, provide funding for children first, and provide funding for prevention and mental health programs for children and their families. This needs to include funding for more positions in the schools for mental health professionals such as counselors and school psychologists. Our society spends billions of dollars on incarceration and very little on prevention. I believe that prevention programs could reduce and eliminate the tragedies that we experience in places like Paducah and Jonesboro.

I do not have time to outline all the ideas that I have on prevention. Many of them will require substantial funding allotments. My belief is that the public schools in America are doing a good job with the limited resources that they have. Our schools are safer than our communities, but obviously not perfectly safe. We must increase funding for prevention programs and provide after-school supervised activities to all children not just those who are gifted enough to make the

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varsity sports team. Supervised after-school programs provide the opportunity for young people to be mentored and have positive role models outside of their own family.

I appreciate the opportunity to talk with you today. I know that incidents like Jonesboro and Paducah could happen anywhere and that all schools in America must work on prevention and intervention. School safety is an attainable goal that involves a committed student body, faculty and community. I would like to close with the following quote, "The future is the past in preparation."

Finally, I would like to ask if we have a rationale to predict fewer school crisis situations and less school violence for the 1998-1999 school year than we had in 1997-1998? What has changed about our society? You have the power to work toward nationally legislated changes to reduce youth violence. I hope that my comments help you in that important work. A crisis is an opportunity to make needed changes and we have had staggering school crises. If we do not make changes, then our past will determine our future and we will continue to have a severe problem with youth violence.

Sincerely,

Scott Poland, Ed.D
Director of Psychological Services
Cypress-Fairbanks Intermediate School District

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APPENDIX D -- WRITTEN STATEMENT OF RODNEY HAMMOND, DIRECTOR FOR THE DIVISION OF VIOLENCE PREVENTION, NATIONAL CENTER FOR INJURY PREVENTION AND CONTROL, CENTERS FOR DISEASE CONTROL AND PREVENTION

DEPARTMENT OF HEALTH & HUMAN SERVICES

Public Health Service

Centers for Disease Control
and Prevention (CDC)
Atlanta GA 30333

STATEMENT OF

W. RODNEY HAMMOND, Ph.D.

NATIONAL CENTER FOR INJURY PREVENTION AND CONTROL
CENTERS FOR DISEASE CONTROL AND PREVENTION
DEPARTMENT OF HEALTH AND HUMAN SERVICES

BEFORE THE

SUBCOMMITTEE ON EARLY CHILDHOOD, YOUTH AND FAMILIES
COMMITTEE ON EDUCATION AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES

APRIL 28, 1998

(109)

Good afternoon Mr. Chairman. I am Dr. Rodney Hammond, Director of the Division of Violence Prevention of the National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. I am very pleased to be here today to discuss the public health perspective on violence and children. I will (1) provide data about youth violence in our communities and schools; (2) discuss some ways we can intervene now to prevent violence, highlighting some specific prevention programs that work; and (3) discuss how the public health approach can contribute to the prevention of violence.

WHAT WE KNOW

Two main objectives in youth violence prevention are to reduce the frequency with which youth use force or resort to violence, and to reduce the lethality of youth violence which does occur. While any violence among children is disturbing, we should all be particularly concerned when that violence becomes lethal. Homicide remains the second leading cause of death for young Americans between the ages of 15 and 24 and the leading cause of death for African Americans in this age group. For children ages 10-14 years, homicide is the third leading cause of death. What has changed most dramatically over the past 20 years has been the emergence of fatal youth violence -- children killing children. Although there has been a slight decrease in national youth homicide rates since 1993, the number of young people who die violently remains unacceptably high, and the recent multiple shootings in schools underscores the importance of addressing youth violence. There was once a time when parents felt confident that their children were safe at school, but now lethal violence has begun to appear in schools -- a place where children unquestionably ought to be safe.

In the past several months, violence in schools has dominated the news and produced fear and unease in individual citizens and communities. Also in recent months, many have been shocked at the profile of those involved. In the Jonesboro, Arkansas, Paducah, Kentucky, and Pearl, Mississippi shootings, all of the perpetrators were white males of an median age of 13.5; all of the fatalities were white female of an median age of 14.5; and all of the perpetrators and victims knew each other. Just this past weekend, the news highlighted another tragedy, this time in Edinboro, Pennsylvania, where a 14 year-old-boy fatally shot a teacher and injured three others at a school dance.

We have analyzed the data relating to the recent events in Jonesboro, Paducah, and Pearl, and we also have compiled statistics from all other incidents of lethal violence in schools where multiple deaths occurred since 1992. Our analysis shows that whereas there were only 2 recorded multiple-death shooting events in schools between 1992 and 1995 (each involving 2 deaths), there were 9 multiple homicide events in schools between September 1995 and the present. In addition to the cases of Jonesboro, Paducah, and Pearl, 6 other schools have experienced violence involving 2 or 3 deaths.

Our snapshot analysis to date is based on preliminary findings from research that the Centers for Disease Control and Prevention (CDC) has underway, in collaboration with the National School Safety Center and the Departments of Education and Justice. In conjunction with the U.S. Department of Education, we are extending our monitoring of violent, school-associated deaths in order to document whether multiple-death incidents represent an increasing trend.

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Will prevention strategies that show promise in high-risk urban areas be applicable to suburban and small-town America? While we do not yet have all of the answers needed to prevent all incidents of school or community youth violence, *we do know enough to act now*. This is what we know about the problem of youth violence:

This is a problem of children killing children. What is so shocking about recent events is the age of the perpetrators and the victims. In recent years the average age of homicide offenders and victims has grown younger and younger, according to statistics from the Departments of Justice and Health and Human Services. More and more, instead of settling disputes with a fist-fight in the school yard children are taking out their frustrations in far more aggressive ways. Data suggest that youth violence has become worse -- not because children are fighting a lot more -- but because their fighting has become more lethal.

The problem is not limited to inner cities. The recent school shootings in small towns have countered the stereotype of youth violence as an inner-city, gang-related problem. In fact, while youth homicide rates in major urban areas have dropped in recent years, rates in mid-sized urban areas are constant or even increasing in some areas. This pattern may represent the spread of youth violence from our cities to rural America or this may be a totally different problem. There are enough differences in the circumstances of these incidents to warrant a closer look.

Violence in schools occurs more than any of us would like to believe. Even a single killing in or around a school is a devastating event. We need to be assured that schools are safe for our

children. Although violence in school settings represents only a tiny fraction of all youth violence (less than 1% of violence-related deaths [homicide and suicide] among school-aged children between 1992 and 1994 occurred in or around schools), the number of multiple killings in the past 3 years is cause for grave concern. Moreover, we must check the violence occurring in our communities as well as in our schools. Schools and communities are linked in so many ways that it is virtually impossible to consider the problem and possible solutions in isolation. What happens inside and on the way to and from the school reflects what is happening in the surrounding community.

Homicides are only the tip of the iceberg in terms of youth violence. Understandably, attention focuses on the terrible tragedy of violent deaths. But there is an underlying layer of non-fatal violent behavior that should alarm us, both for its own sake and as a precursor to lethal violence. We do not have all of the information we need to quantify the impact of non-fatal violence. We do know, according to the CDC's Youth Risk Behavior Survey (YRBS) - a national survey of high school students, that in 1995, 40% of high school students reported being in at least one physical fight in the past 12 months, 20% reported carrying a weapon at least once in the previous 30 days, and more than 7% had carried a gun. More than 8% of the students reported being threatened or injured with a weapon on school property during the previous 12 months. And 1 out of 20 students was afraid to go to school at least once in the previous 30 days because of the threat of violence.

These YRBS statistics should be clear that there *are* "early warning signs" of potentially lethal violence. Tracking the overall national incidence of threats, weapon carrying, and other clues to potentially violent behavior is important. In addition, it is important that we respond to threats in

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individual school settings. In at least two of the recent school shooting events, verbal threats reportedly preceded the killings. The threats were not reported to school officials, who might have intervened.

The majority of school violence occurs among friends or acquaintances--not strangers. A study of 1992-1994 school-associated violence found that 85 of the 105 deaths resulted from interpersonal disputes -- not random violence inflicted by a stranger. In other words, the young person's inability to manage anger, resolve inevitable adolescent conflicts, or rebound from a failed romance or rejection by friends too often fuels a violent, often lethal response. As with so many adult homicides, these school-related killings can be seen in the context of personal relationships. In each of the 3 recent multiple school shootings, all of the perpetrators knew the victims. In 2 cases, the motivation appears to have been revenge for perceived romantic rejection; in the other, the young man apparently had mocked his peers who were part of a regular prayer circle. Many promising prevention strategies focus on teaching young people how to improve their skills in managing anger and interpersonal conflict.

Schools and our society in general are ill-prepared to deal with the problem of school violence. We need more information to develop response plans, policies, and training to *prevent* violence in schools. As a society, we haven't yet developed the capacity to respond to the problem of kids killing kids, and we are not yet equipped to respond to the phenomenon of younger children becoming involved, as perpetrators and as victims, in homicides. In shaping an effective response, we must focus on prevention.

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WHAT CAN WE DO ABOUT THIS PROBLEM NOW?

Prevention *is* possible--and we don't have to understand all the reasons why children commit violence before we take action. We know enough *now* to invest in solutions that can prevent future tragedies -- in schools and communities. Violence prevention efforts focus on changing individuals' attitudes, beliefs, and behaviors; improving the social environment of families, peers, and the community; or changing the physical environment, such as addressing access of young people to alcohol and other drugs, as well as unsupervised access to weapons. We can't expect any single action to solve the problems of youth violence, but over time, these approaches can make a difference.

Research undertaken by CDC and other respected researchers in the field show that there are three actions we can take now that could have a tremendous impact on our ability to prevent school violence: (1) increase efforts to reduce the propensity of young people to use anger or to resort to any kind of violence as a response to interpersonal problems; (2) use current technology to generate better information about the nature and scope of the problem and to deliver tools to parents teachers, and other community members; and (3) prevent the escalation of violent behavior into lethal actions.

Increase efforts to reduce the propensity of young people to use force or to resort to any kind of violence as a response to interpersonal problems. Many strategies have promise, such as parenting programs that focus on parents and young children and school-based training that enhances students' social and problem-solving skills. Recent evaluations of such programs confirm that they do have an impact on reducing aggressive behavior and/or violent acts. A number of youth violence

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prevention projects supported by CDC have shown encouraging results. These projects have targeted predominately urban, high-risk youth and may be applicable to other areas of the country; however, these projects have not been evaluated in rural settings. Ongoing, follow-up studies on these programs will look to see if these results are appropriate for replication and continue to show promise over time. Here are some specific examples:

- Peace Builders in Tucson, Arizona, and Salinas, California, work in elementary schools to reduce physical and verbal aggression by creating a "culture of peace" within the school. Throughout the school year, counselors or other specially trained instructors, using various methods such as modeling, role play, and self-monitoring teach students to interact socially in a positive way. The main messages are to praise others, avoid insults, seek advice, and speak up about hurt feelings. The intervention has achieved significant behavioral improvement. Teachers reported an overall decline in individual problem behaviors such as fighting and destruction of property belonging to others. The follow up study will look to see if these results continue to hold up over time as the students progress through middle school.

- The University of Michigan is evaluating a three-level intervention to prevent aggressive and violent interpersonal behavior among high-risk urban youth, ages 7-13, residing in high-violence areas of Chicago and Aurora, Illinois. The first level consists of classroom-based training to increase awareness and knowledge about factors that influence peer and other social relationships. The next level includes activities in the first level plus training conducted through small groups and peer relationships for high-risk children. And the third level adds a family

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intervention for the high-risk children and their families. The results show that a combination of classroom, small group and family interventions significantly reduced aggressive behavior among study participants who had demonstrated higher levels of aggression.

- In Richmond, Virginia, the Youth Violence Prevention Program is a school-based project to reduce aggressive behaviors among 6th graders. The 16-session curriculum teaches students how to use alternative methods to deal with violence and how to use adaptive methods to deal with anger. The program also has a peer mediation program that uses a problem-solving approach to reinforce the skills students learn in the curriculum. The results show significant reductions in fight-related injuries requiring medical attention, a lower frequency of threats to hurt a teacher, and significant improvements in self-esteem. Students in the program had fewer suspensions for fighting, bringing weapons to school, disruptive behavior, and defiance of school authority.

- A study of a violence prevention curriculum for elementary school students in Seattle, Washington, showed a positive impact in reducing aggressive physical acts and increasing pro-social behavior. The effect was modest, but combined with a growing body of evidence from other evaluated interventions, should give us hope that, just as violence is a learned behavior, it can be *unlearned*.

We have put in place some programs that work, and we know some strategies for reducing youth violence. However, we need a more complete response to this problem. Parents, teachers, school administrators and others need to have ready access to the best, most current, science-based

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information. They need the skills to identify and help children at risk so that the tragedies of our inner cities and the tragedies of Jonesboro, Paducah and Pearl aren't repeated.

Collect and disseminate information about youth violence. Although we have been able to gather some information on recent school shootings, we lack comprehensive data on violent injuries that are consistently collected over time. It is not enough just to count cases of deaths among young people. Descriptive information about the violent events is needed, such as the demographic characteristics of the people involved, the relationship between the victim and the perpetrator, and the severity and cost of the injury. A surveillance system that collects, analyzes, interprets, and disseminates such data would provide valuable information for school administrators, law enforcement officials, and other policy-makers. Experience with sound surveillance systems shows that such systems are effective tools for guiding future prevention efforts. For example, the Fatality Analysis Reporting System (FARS) has provided vital information about automobile crashes and helped guide prevention efforts in that area of injury control.. We also need to provide technical assistance and state-of-the-art information about what works to parents, teachers, and other community members who need to be involved in violence prevention.

Prevent violent behavior from becoming lethal. While fist fights and playground scuffles are harmful, we need to embark on a constant vigil to prevent these incidents from becoming fatal. Over 85% of all violent deaths among children 10-14 years of age involve the use of a weapon. Between 1993 and 1995, if 10-14 year old children did not have unsupervised access to lethal weapons, 1,112 children might be alive today and thousands of other children may have been spared serious injury.

Although homicide rates have begun to decrease, the recent school fatalities illustrate the potential for tragedy when young people have unsupervised access to lethal weapons. Children's unsupervised access to lethal weapons increases the likelihood that young people's disputes will result in death, rather than a black eye or injured pride.

In particular, firearms were used in 90% of the deaths resulting from the violent use of a weapon for 10-14 year old victims in 1993-1995. Firearm-related injuries that did not result in death are even more numerous. For example, more than 21,000 school-aged children were treated in emergency departments for firearm-related injuries in 1995. We know that the lethality of violence among children has increased over time, and statistics show that the increase is associated with firearms.

What Does Public Health Have to Offer?

Public health can make an important contribution to preventing youth violence. We all wish there were one simple solution to this problem of school violence. The reality is that there's no such thing. The problem is complex and the response needs to draw on the best that all sectors have to offer: education, psychology, social work, criminology, public health, medicine, and others. It is critical to provide leadership and mobilize these diverse disciplines to seek creative solutions to the problem of violence, and to translate what we know from science into sound prevention programs. Public health strategies can contribute significantly.

In public health, we are approaching the problem of youth violence by asking four questions:

- What is the problem? (Surveillance)

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- What are the causes? (Research)
- What works to help prevent the problem? (Intervention evaluation)
- How do you do it? (Program implementation)

At CDC, we are addressing the problem of youth violence through the lens of each of these steps. We are supporting research to identify some of the risk factors for violence among young people, such as the impact of economic and neighborhood characteristics, access to lethal weapons, and the influence of ethnic identity on young males. We have recently evaluated 14 youth violence programs around the country to determine which approaches, or combination of approaches, appear to be effective. We have briefly described the ongoing evaluations of promising programs that promote positive social environments for young children and their families. We also have produced a manual to help communities develop prevention activities -- *Prevention of Youth Violence: A Framework for Community Action* -- and are in the process of developing recommendations for "best practices" that characterize promising violence prevention strategies. We also are pursuing projects in the following areas:

- School-based Violence Prevention. Schools need to know about effective violence prevention programs based on our present knowledge. The Best Practices manual that we are developing can help. There needs to be a way to communicate information about good programs systematically, including the Best Practices document, when it becomes available. Many schools have programs that are not based on the best scientific knowledge and are not being implemented as designed. In partnership with the Departments of Education and Justice, we are providing

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schools with guidance in selecting violence prevention programs. But we are just beginning to fill the needs of the schools.

- **Comprehensive School Health Education.** Young people must acquire the skills needed to prevent future injuries and violence. To help state and local educational agencies and schools promote safety and teach students the skills needed to prevent future injuries and violence, CDC, in collaboration with other federal and national non-governmental organizations, has recently begun the process of developing evidence-based injury and violence prevention guidelines. The guidelines development process has been successfully employed for the topics of tobacco use prevention, HIV infection prevention, nutrition, and physical activity. It includes an extensive review and synthesis of the literature on effective program components and the creation of an expert panel to guide the process.

- **Communication Skills Between Parents and Schools.** Parents need to see schools as a resource for help with children who exhibit problem behavior. The schools can link parents to programs in the community, but there is a gap in getting knowledge to the parents. Schools can help bridge this gap.

- **Parenting Skills.** Parenting programs are important because the behavior of adults in the home can have an enormous influence on children. Parenting skills training can make a difference in preventing violence and anti-social behavior in children. Many parents need assistance to

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develop structured environments, and they need learn how to talk with their children about the risks of weapons and fighting.

- **Outreach to high-risk youth.** Many youth are not accessible in traditional settings such as schools. We need to support the implementation of efforts to identify and recruit high-risk youth into programs intended to reduce the risk of violence.

These are but a few of the approaches that our society can take to reduce youth violence, including violence in and around schools. Our job as parents and citizens is to give children the chance to grow up in safe communities and safe schools. Our job as public health practitioners is to use science to help understand the patterns, causes, and prevention of violence among young people. The need to prevent these deaths is urgent, and we have the tools to begin to craft a response.

The time to take action is now. We must turn our efforts to preventing future injury and loss of life to our young people. Along with our partners in other federal agencies, such as the Departments of Justice and Education, the public health community can make a substantial contribution to preventing violence among children.

Mr. Chairman, this concludes my testimony. I am happy to answer any questions you or other members of the Subcommittee may have.

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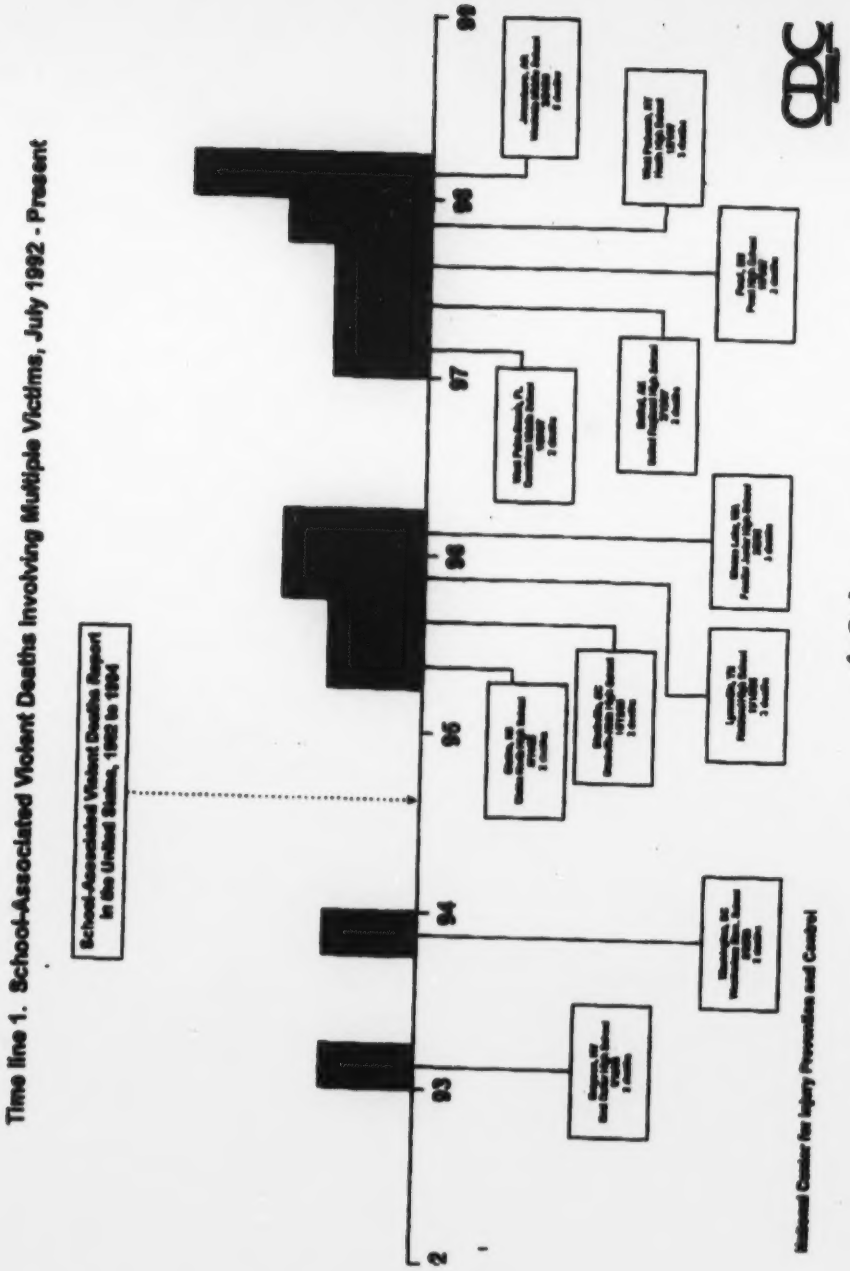

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APPENDIX E -- WRITTEN STATEMENT OF CONGRESSMAN MARTINEZ FROM THE STATE OF CALIFORNIA

Statement of
the Honorable Matthew G. Martinez
Ranking Member, Subcommittee on Early Childhood, Youth and Families
Hearing on Violence and Children
April 28, 1998

Good Afternoon, I am pleased to join Chairman Riggs and my other colleagues at this very important hearing. I know all of us are looking forward to the testimony from the expert panel of witnesses in attendance today.

Violent behavior by children and youth has always been a concern for educators, parents, and families. However, recent incidents in Jonesboro, Arkansas and West Paducah, Kentucky and now Edinboro, Pennsylvania have brought extreme scrutiny to the causal factors of violent acts by children and youth. Regardless of whether the violent behavior involved guns, knives or other weapons, happened during the school day, or as in Edinboro, at a school function, all such acts leave many in society, this Member of Congress included, confused and saddened.

What causes children to act so violently often inflicting enormous physical harm with the cunning thought to only be possessed by those much older. While research has shown that a history of family violence and abuse of drugs and alcohol can contribute to violent behavior, to what extent do other factors play a role. And most importantly, what can we as legislators, but even more importantly, as fathers, mothers and concerned citizens, do to limit acts of violence.

Earlier this Congress, the House, on a bipartisan basis, approved a Juvenile Justice bill which was the culmination of many hours of work between myself, Representative Scott, Chairman Riggs, and Representative Greenwood. This bill centered heavily on prevention rather than punishment - reinforcing the family and community structure rather than tearing it apart. Unfortunately, the House also passed another Juvenile Justice bill. This bill, sponsored by Representative McCollum focuses entirely on the punishment side of the delinquency equation.

Clearly, there are differences in opinion as to which focus to take in reducing violent behavior among our children. No more so is this obvious, than in our debate on the two pieces of legislation which I have described. I am a strong supporter of prevention efforts - early intervention, at a young age, can save a child from a lifetime of misery. While there are efforts we can undertake at the Federal level which will lessen the frequency and impact of violent behavior by youth and children, I believe all of us need to start by looking at ourselves and asking "What am I doing as a parent, as a teacher, as a mentor or role model to positively influence a child's life? How does my behavior and my actions affect my children?

Nearly all violent acts by children and youth are connected to some causal factor - sexual molestation, violent family life, family history of alcohol and drug abuse, and many

others. All of us need to do all we can to ensure that the foundation which we give our children in our homes is nurturing and positive. We all need to remember that the apple does not fall far from the tree.

Thank you Mr. Chairman.

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